DOCUMENT RESUME

ED 456 149 TM 033 212

TITLE	The 1999-2000 North Carolina State Testing Results: Multiple-Choice Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of-Course Tests. Reporting on the State and 117 Public School Systems and 76 Charter Schools. "The Green Book."
INSTITUTION	North Carolina State Dept. of Public Instruction, Raleigh. Div. of Accountability/Testing.
PUB DATE	2001-02-00
NOTE	616p.; For the 1998-1999 test results, see ED 445 115.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Descriptive (141) -- Tests/Questionnaires (160)
EDRS PRICE	MF03/PC25 Plus Postage.
DESCRIPTORS	*Academic Standards; *Achievement Tests; Biology; Charter Schools; Elementary Secondary Education; Language Arts; Mathematics Achievement; Public Schools; Reading Achievement; *Standardized Tests; State Programs; *State Standards; Tables (Data); *Test Results; Testing Programs; United States History
IDENTIFIERS	*North Carolina; North Carolina Competency Tests; North Carolina End of Course Testing Program

ABSTRACT

This document contains results for 1999-2000 for North Carolina state testing programs. The Grade 3 pretest is a multiple-choice reading and mathematics test administered to students in the first 3 weeks of grade 3. This pretest was administered to more than 102,000 students in the 1999-2000 school year. Results showed that 69.8% of students scored at or above Achievement Level III in reading, and 76.9% scored at or above Achievement Level III on the mathematics pretest. This represented increases for both reading and mathematics. The End-of-Grade tests were developed in alignment with the North Carolina Standard Course of Study. These state-normed tests were administered to more than 580,000 students in grades 3 through 8 at the end of the school year. The percentage of students achieving at Achievement Level 3 or higher continued to grow, from 52.9% in 1992-1993 to an estimated 69.9% in 1999-2000. The North Carolina High School Comprehensive Test in reading and mathematics, administered to students in grades 10, was given to more than 77,000 students in April 2000. Achievement levels for this test increased slightly for reading, and 3.3 percentage points for mathematics from the previous year. End-of-course tests have been developed for 10 courses. Administration of five of these tests was optional, but even so, tests were given to more than 652,000 students at the end of the 1999-2000 school year. Tables present results for each of these tests, providing information by grade, region, subject, and gender, and student subgroups. For each test, descriptions and sample questions are provided, and excerpts from the teacher guides are presented for some tests. An appendix contains a list of North Carolina's charter schools. (Contains 142 tables and 66 figures.) (SLD)

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The North Carolina State Testing Results

1999-00

ED 456 149

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Multiple-Choice
Grade 3 Pretest
End-of-Grade
High School Comprehensive and End-of-Course Tests

Reporting on the state
and 117 public school systems
and 76 charter schools

TM033212

Published February 2001

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"The Green Book"

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The 1999-00 North Carolina

State Testing Results

Multiple-Choice
Grade 3 Pretest, End-of-Grade, High School Comprehensive,
and End-of-Course Tests

January 2001

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Acknowledgments

The development of a comprehensive document that contains student and school system performance on grade 3 pretests, end-of-grade tests, high school comprehensive tests, and end-of-course tests requires the skill and efforts of many individuals. We would like to thank Mildred Bazemore, Monica Geary, Hope Tesh, and Ken Barbour for their assistance in preparing all phases of this publication; George Stubblefield for supplying the statistical data; Anthony Wells, Betty Marsh, Mary Daly, and Erin Lyjak for creating the tables and figures, and Andrea Barefoot, Laura Taylor, and Amy Aumiller for verifying accuracy of the numbers and editing.

Abstract

The 1999-00 North Carolina State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

Background

- *Grade 3 Pretest*. Initially implemented during the 1996-97 school year, the North Carolina Pretest-Grade 3 is a multiple-choice reading and mathematics test administered to students during the first three weeks of the third grade. Student scores on this test are used to measure student growth in performance when compared to the end-of-grade test results at the end of the third grade year in the areas of reading and mathematics. The pretest at grade 3 measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina *Standard Course of Study*. The pretest was administered to more than 102,000 students during the first three weeks of the 1999-00 school year.
- *End-of-Grade Tests*. Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests aligned with the *Standard Course of Study*. These state-normed curriculum based tests were administered to over 580,000 students in grades 3 through 8 during the last three weeks of the 1999-00 school year.
- *High School Comprehensive Test*. The North Carolina High School Comprehensive Test in reading and mathematics was first administered in 1997-98 to all students in grade 10. It assesses the English Language Arts and Mathematics competencies the typical student should master by the end of grade 10. The test is used to measure student growth in achievement in reading and mathematics since completion of grade 8. It was administered to more than 77,000 students in the last three weeks of April 2000.
- *Multiple-Choice End-of-Course Tests*. End-of-course tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. Multiple-choice tests were administered in Algebra I; Algebra II; Biology; Chemistry; Economic, Legal and Political Systems (ELPS); English I; Geometry; Physical Science; Physics and U. S. History or the equivalent to over 652,000 students within the last two weeks of instruction during the 1999-00 school year.

Grade 3 Pretest Findings

- *Achievement Level III or Above*. These results show that 69.8 percent of students entering third grade scored at or above Achievement Level III on the *reading* pretest while 76.9 percent scored at or above Achievement Level III on the *mathematics* pretest. The percent of students scoring at or above Achievement Level III on the grade 3 reading pretest in 1999-00 increased 2.4 percentage points from 1998-

99. The percent of students scoring at or above Achievement Level III on the grade 3 mathematics pretest in 1999-00 increased 2.2 percentage points from 1998-99.

- *Mean Scale Scores*. In these data, the grade 3 reading pretest mean scale score increased from 138.1 in 1998-1999 to 138.7 in 1999-00. The grade 3 mathematics pretest mean scale score increased from 130.9 in 1998-99 to 131.6 in 1999-00.
- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in the grade 3 reading pretest and the grade 3 mathematics pretest.
- *Ethnicity*. Disparities in performance among subgroups were noted in these results. In *reading*, the American Indian (56.9%), Black (57.4%), and Hispanic (57.4%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (72.8%), Asian (73.0%) and White (77.0%) subgroups in these data. In *mathematics*, the Black (64.4%), American Indian (64.8%), and Hispanic (70.4%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (79.4%), White (83.8%), and Asian (84.3%) subgroups. In comparison to 1998-99, all subgroups have higher percentages of students performing at Achievement Level III or above in reading and mathematics in 1999-00, except for the Asian subgroup which remains the same in reading.

End-of-Grade Findings

- *Achievement Level III or Above*. Data from 1999-00 suggest the percentage of students in grades 3-8 performing at Achievement Level III and above in both reading and mathematics continues to grow, from 52.9 percent in 1992-93 to an estimated 69.9 percent in 1999-00.
- *Mean Scale Scores*. In these data, mean scale scores for reading increased at least slightly from 1998-99 to 1999-00 at every grade level except grade 6. Mean scale scores for mathematics increased at every grade level. On average, student performance increased on end-of-grade testing every year.
- *Gender*. In 1999-00, a higher percentage of females (73.0%) than males (66.9%) scored at or above Achievement Level III in both reading and mathematics in grades 3-8 combined. Although the number of females and males performing at Achievement Level III continues to rise across the years, the females consistently outperform males in a trend established with the 1992-93 school year.
- *Ethnicity*. Disparities in performance were present among subgroups. The Black (49.6%), Hispanic (56.7%), and American Indian (56.3%) subgroups had lower percentages performing at Achievement Level III or above in both reading and mathematics in grades 3-8 combined than the Multi-Racial (71.0%), Asian (77.2%) and White (80.2%) subgroups in these data. However, each subgroup had a higher

percentage of students scoring at Achievement Level III or above than in 1998-99.

- *Students with Limited English Proficiency*. At grades 3-8 combined, 35.2 percent of students identified as limited English proficient scored at Achievement Level III or above in *reading* and *mathematics*.
- *Students with Disabilities*. At grades 3-8 combined, a total of 21,640 students with disabilities (24.3 percent) were excluded from participation in the end-of-grade tests, *reading* and/or *mathematics*, by Individualized Education Program (IEP) teams.
- *Title I and Migrant*. At grades 3-8 combined, 61.7 percent of students who performed at Achievement Level III or above in both *reading* and *mathematics* are in a Schoolwide Title I program. For those receiving services in a Migrant program, 52.6 percent of students at grades 3-8 performed at Achievement Level III or above in both *reading* and *mathematics*.

High School Comprehensive Findings

- *Achievement Level III or Above*. These results show that 61.7 percent of students taking the high school comprehensive test scored at or above Achievement Level III in *reading* while 64.7 percent scored at or above Achievement Level III in *mathematics*. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in *reading* in 1999-00 increased 0.6 percentage points from 1998-99. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in *mathematics* in 1999-00 increased 3.3 percentage points from 1998-99.
- *Mean Scale Scores*. In these data, the high school comprehensive mean scale score in *reading* increased from 164.8 in 1998-99 to 164.9 in 1999-00. The high school comprehensive mean scale score in *mathematics* increased from 176.3 in 1998-99 to 177.5 in 1999-00.
- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in reading and mathematics in these data. The percent of females at Achievement Level III or above in *reading* increased from 65.8 in 1998-99 to 66.8 in 1999-00. The percent of males at Achievement Level III or above in *reading* increased from 56.3 in 1998-99 to 56.6 in 1999-00. The percent of females at Achievement Level III or above in *mathematics* increased from 62.4 in 1998-99 to 66.2 in 1999-00. The percent of males at Achievement Level III or above in *mathematics* increased from 60.4 in 1998-99 to 63.1 in 1999-00.
- *Ethnicity*. Disparities in performance among subgroups were noted in these results. In *reading*, the Black (39.4%), American Indian (42.2%), and Hispanic (48.6%) subgroups had lower percentages performing at Achievement Level III or above than the Asian (58.0%),

Multi-Racial (70.6%), and White (71.6%) subgroups. In *mathematics*, the Black (40.8%), American Indian (45.0%), and Hispanic (53.5%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (66.0%), Asian (73.4%), and White (74.7%) subgroups in these data. In comparison to 1998-99, all subgroup performance increased with the exception of the American Indian and Asian subgroup performance in *reading*. In comparison to 1998-99, all subgroup performance increased with the exception of the "Other" ethnic subgroup performance in *mathematics*.

- *Students with Limited English Proficiency*. These results show that 0.8 percent of all students taking the high school comprehensive test were identified as limited English proficiency in 1999-00 as compared to 0.6 percent in 1998-99. The approximate percent of exclusions from taking the test, 0.2 percent, did not change from 1998-99. 24.6 percent of students identified as limited English proficient in 1999-00 scored at or above Achievement Level III *reading*, which was an increase of 0.8 percent from 1998-99. 40.7 percent of these students scored at or above Achievement Level III in *mathematics*, which was an increase of 7.2 percent from 1998-99.
- *Students with Disabilities*. In these data, 7.8 percent of all students taking the high school comprehensive test were identified as students with disabilities in 1999-00 as compared to 6.7 percent in 1998-99. Of these students, approximately 2.3 percent were excluded from testing in 1999-00 as compared to approximately 1.7 percent in 1998-99.
- *Title I and Migrant*. Among the students participating in a Schoolwide Title I program, 43.9 percent performed at Achievement Level III or above in *reading* and 45.8 performed at Achievement Level III or above in *mathematics*. For those students receiving services in a Migrant program, 36.7 percent performed at Achievement Level III or above in *reading* and 54.1 percent performed at Achievement Level III or above in *mathematics*

End-of-Course Findings

- During the 1997-98 school year, school systems had the option of administering the end-of-course tests of Algebra II, Chemistry, Geometry, Physical Science, and Physics. Although statewide administrations of these tests were mandated for the 1998-99 and 1999-00 school years, comparisons across years are not available.
- *Achievement Level III or Above*. Student performance at Achievement Level III or above in end-of-course tests increased in seven of the ten End-of-Course tests in these data. The comparison of results from 1998-99 to 1999-00 is as follows: Algebra I increased from 65.4% to 68.9%; Algebra II increased from 59.0 to 62.7%; Biology decreased from 57.7% to 57.6%; Chemistry increased from 60.5% to 62.0%; Economic, Legal, and Political Systems decreased from 67.4% to

67.3%; English I increased from 64.6% to 68.4%; Geometry increased from 58.4% to 60.0%; Physical Science increased from 55.7% to 57.1%; Physics increased from 72.0% to 72.9%; and U.S. History decreased from 51.0% to 46.9%.

- *Mean Scale Scores*. The mean scale score for Algebra I is 59.5; for Algebra II is 61.1; for Biology, 56.1; for Chemistry is 58.1; for Economic, Legal, and Political Systems is 55.1; for English I is 55.4; for Geometry is 59.1; for Physical Science is 54.9; for Physics is 57.1; and for U.S. History is 55.8. The mean scale scores from 1998-99 to 1999-00 increased with the exception of U.S. History.
- *Gender*. A higher percentage of females than males performed at Achievement Level III or above in Algebra I and English I in these data. More males than females scored at or above Achievement Level III on Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; Geometry; Physical Science; Physics; and U.S. History end-of-course testing.
- *Ethnicity*. Performance among subgroups varied while tending to be relatively consistent across subjects in these data. The Asian subgroup had the highest performance on Algebra I and Algebra II. On Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics; and U.S. History, the White subgroup had the largest percentage scoring at Achievement Level III or above. On most of the end-of-course tests the Hispanic, American Indian, and Black subgroups had the lowest percentages of students performing at or above Achievement Level III. Generally, the Hispanic subgroup had somewhat better performance than the American Indian and Black subgroups.
- *Students with Limited English Proficiency*. Among students meeting the limited English proficiency requirement in 1999-00, the highest average performance was on Algebra I, with 66.3 percent scoring at Achievement Level III or above. Performance on the other end-of-course test are as follows: Physics (65.8%); Algebra II (57.5%); Geometry (50.8%); Chemistry (49.1%); Economic, Legal, and Political Systems (31.0%); English I (23.4%); U.S. History (22.5%); Physical Science (20.6%); and Biology (19.7%) test results showed lower percentages of these students scoring at Achievement Level III or above in these data. The percent of students classified as limited English proficient on end-of-course tests in 1999-00 ranges from 0.3 percent in Algebra II, Chemistry, and Physics to 0.9 percent in Physical Science.
- *Students with Disabilities.* The percent of students identified as students with disabilities in end-of-course tests in 1999-00 varied from 1.2 percent in Physics to 9.4 percent in English I. In 1998-99, the percents varied from 1.0 in Physics to 8.7 percent in English I.

- *Title I.* Among the students participating in a Schoolwide Title I program, a higher percentage of students scored at or above Achievement Level III in Physics (65.0%), Algebra I (64.3%), and ELP (55.7%) than in Algebra II (49.8%), English I (49.1%), Chemistry (44.6%), Biology (38.0%), and Geometry (36.6%). Students enrolled in US History (35.0%) and Physical Science (32.2%) had the lowest percentages at or above Achievement Level III.
- *Migrant.* This data shows that of the students receiving services in a Migrant program, a higher percentage of these students scored at or above Achievement Level III in Algebra I (57.7%), and ELPS (57.4%). 53.3 percent of these students tested in English I and Biology scored at or above Achievement Level III while Physics (52.6%), and Chemistry (50.0%) had percentages at or above 50 percent. Students enrolled in Geometry (49.0%), Physical Science (44.3%), US History (36.0%), and Algebra II (23.2%) had the fewest students scoring at or above Achievement Level III.

The 1999-00 North Carolina State Testing Results

Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course Multiple-Choice Tests

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Introduction

The 1999-00 North Carolina State Testing Results document provides information on student performance at the state, regional, and school system levels on the following multiple-choice tests administered as components of the 1999-00 North Carolina Testing Program: grade 3 pretest (reading and mathematics), end-of-grade tests (grades 3-8 in reading and mathematics), high school comprehensive test (grade 10 in reading and mathematics), and end-of-course tests (high school subjects). The figures and tables in this document were generated using student test data from the grade 3 pretest fall 1999 test administration; the end-of-grade spring 2000 test administration; the high school comprehensive spring 2000 test administration; and the end-of-course summer 1999, fall 1999, and spring 2000 test administrations. These test data were generated from raw data files provided by each local education agency (LEA), including charter schools. Some minor duplication for end-of-course test data can occur when students re-take courses and, therefore, are required to re-take the test. Test data were reconciled with school systems' test data through September 14, 2000 (the cutoff for the 1999-00 school year reporting.)

The general focus of the 1999-00 *State Testing Results* is on student *performance* on multiple-choice tests administered during the 1999-00 school year. However, many data are reported across years in order to show gains and trends in student performance. Student absolute *performance* and *growth* are the key components of the State Board of Education's ABCs of Public Education school-level accountability program. School-level accountability results are found in the *State Report Card*, which is published annually.

State and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject, and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores, and formats have been used to present the aggregate student data. Mean scores, the percent of students identified at the four achievement levels, and the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, the high school comprehensive test, or end-of-course tests are also presented. Information in this document may be used as a reference for school systems and schools interested in making similar comparisons, analyses, and reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the grade 3 pretest, end-of-grade tests, high school comprehensive test, and end-of-course multiple-choice tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies defined in the North Carolina *Standard Course of Study*. The frequency distributions provide state-level summary statistics for 1999-00.

End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first Algebra I administration. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; English II; Geometry; Physical Science; Physics; and U.S. History. In 1995-96 under the ABCs plan, end-of-course tests were reduced to include Algebra I, Biology, Economic, Legal and Political Systems (ELPS), English I, and U.S. History. For the 1999-00 school year, the following ten end-of-course tests were mandated: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; Geometry; Physical Science; Physics; and U.S. History.

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 1999-00 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8.

The administration of the North Carolina Pretest-Grade 3 began in 1996-97. The High School Comprehensive Test began as a part of the North Carolina Testing Program in 1997-98.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from grade 3 pretest, end-of-grade tests in grades 3-8, high school comprehensive test in grade 10, and end-of-course multiple-choice tests from 1991 to 2000 with a focus on reports of the 1999-00 school year performance. As the public schools of North Carolina continue to implement the ABCs of public education, the *State Testing Results* documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.

Figure 1. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Reading

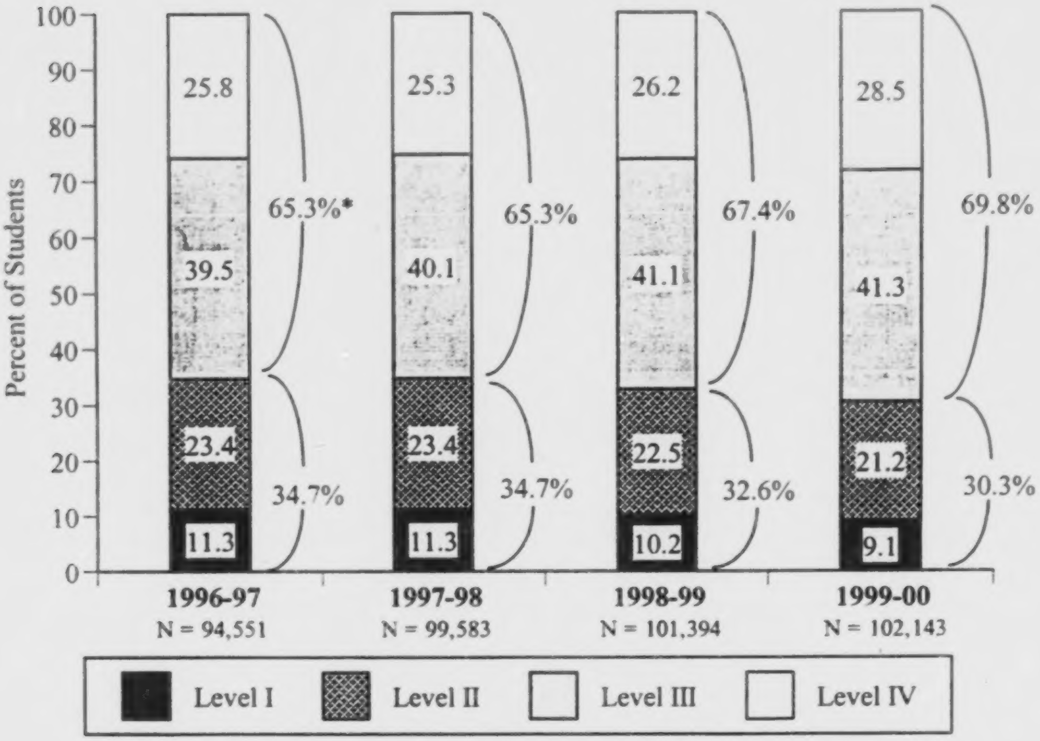
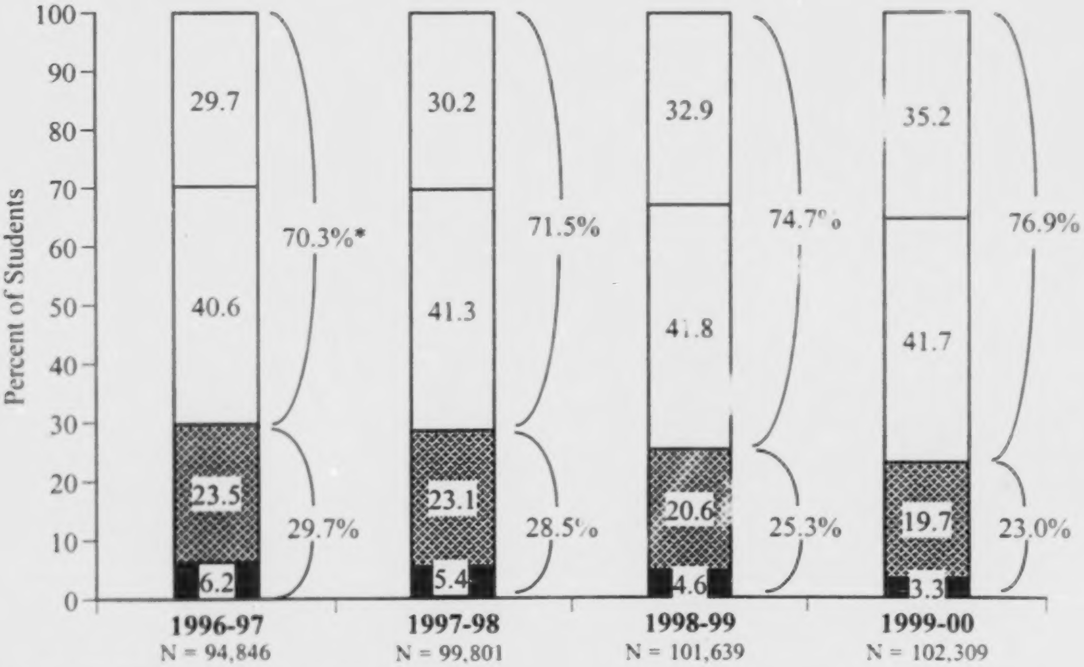


Figure 2. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics



Notes: Due to rounding, data for some years may not add to 100%.
*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 3. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Across All Grades (3-8)

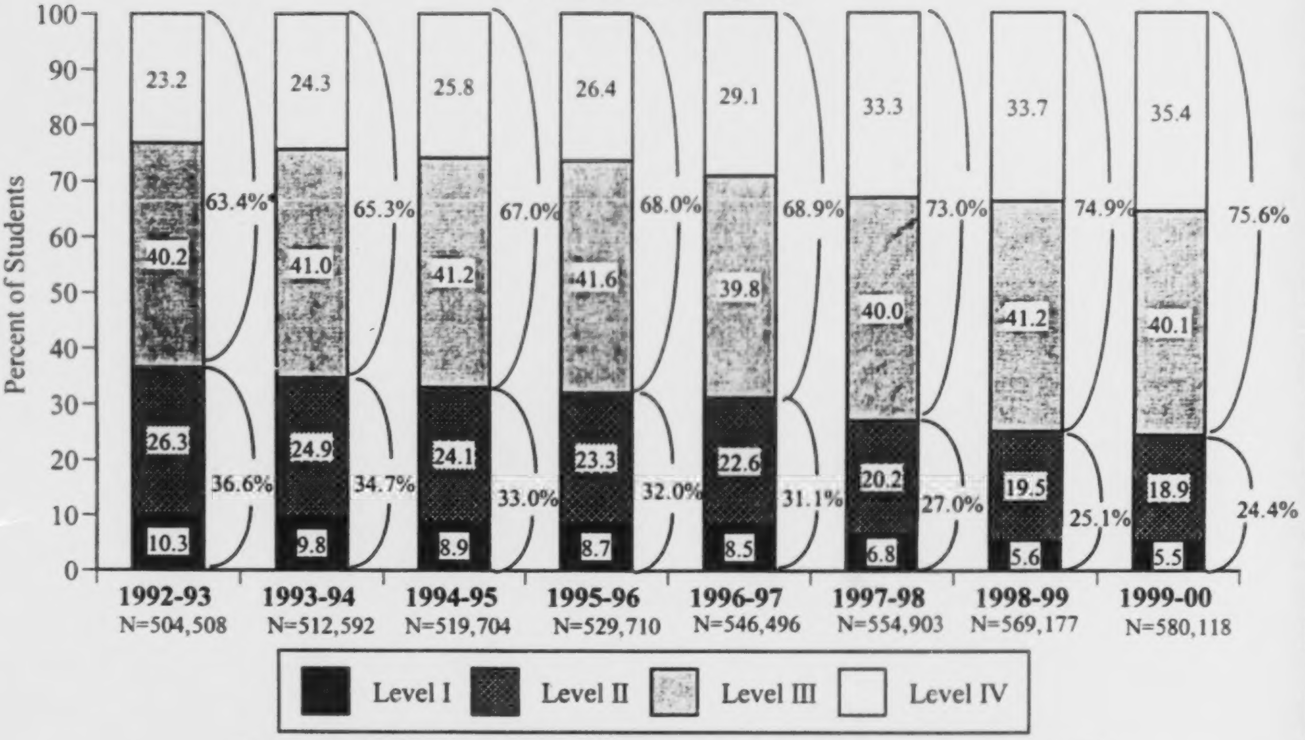
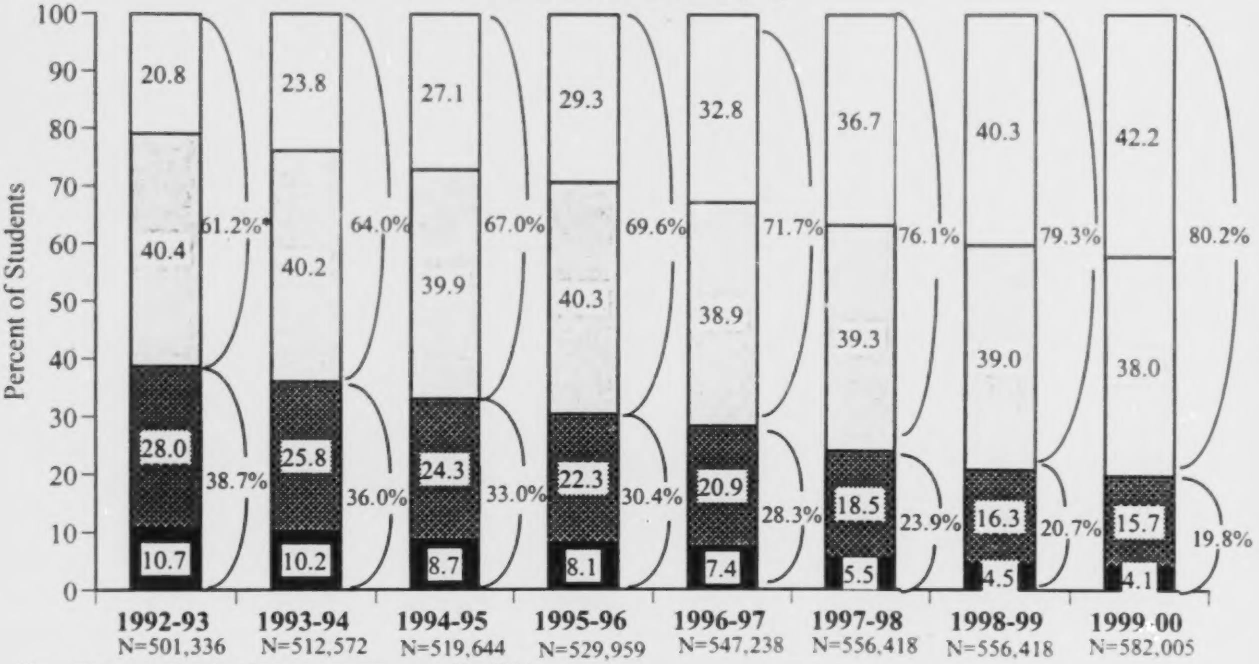


Figure 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Across All Grades (3-8)



Notes: Due to rounding, data for some years may not add to 100%.
*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 5. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
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Grades 3-8

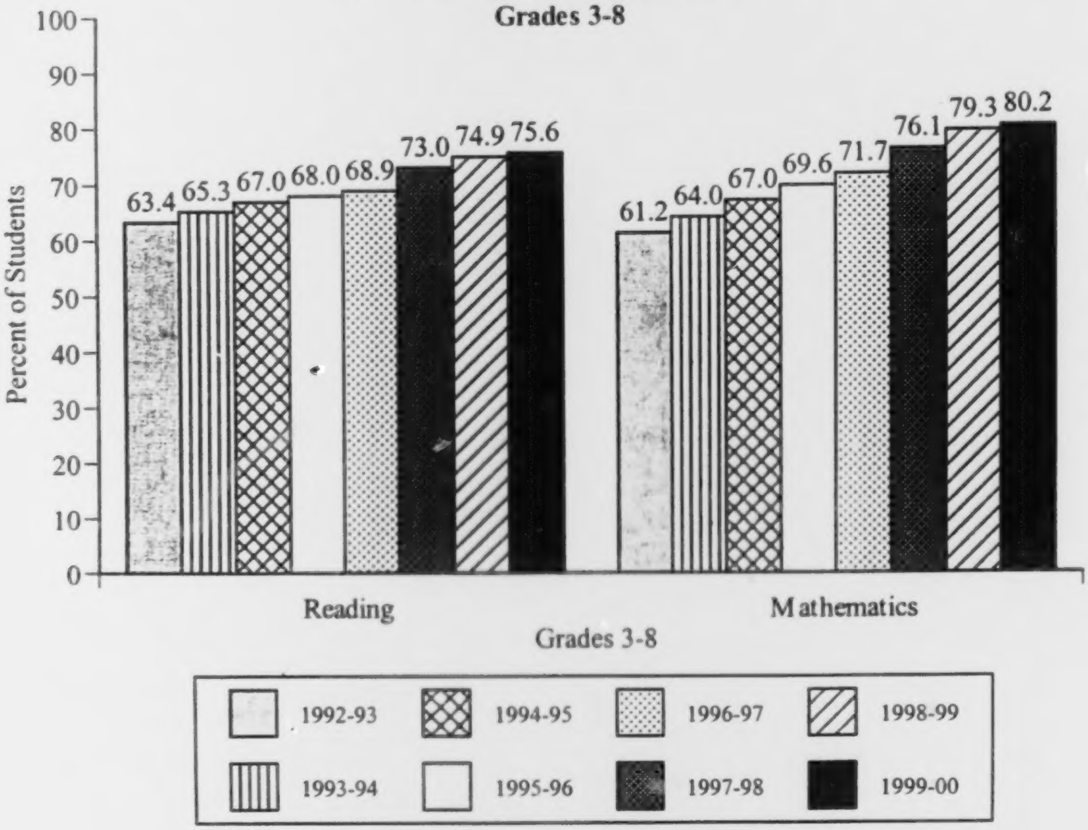
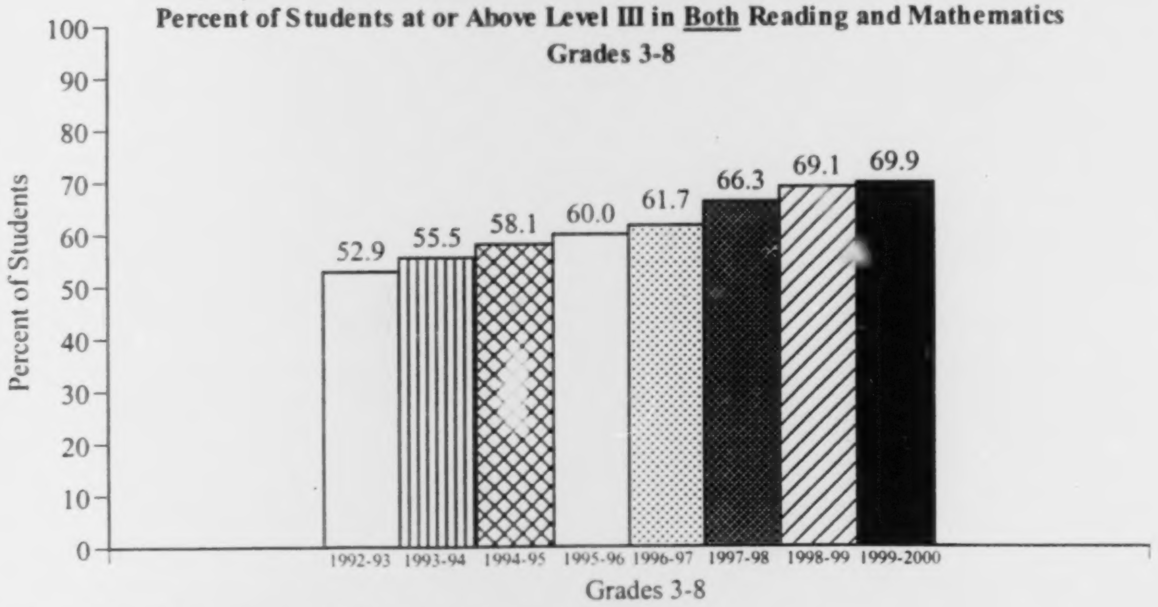
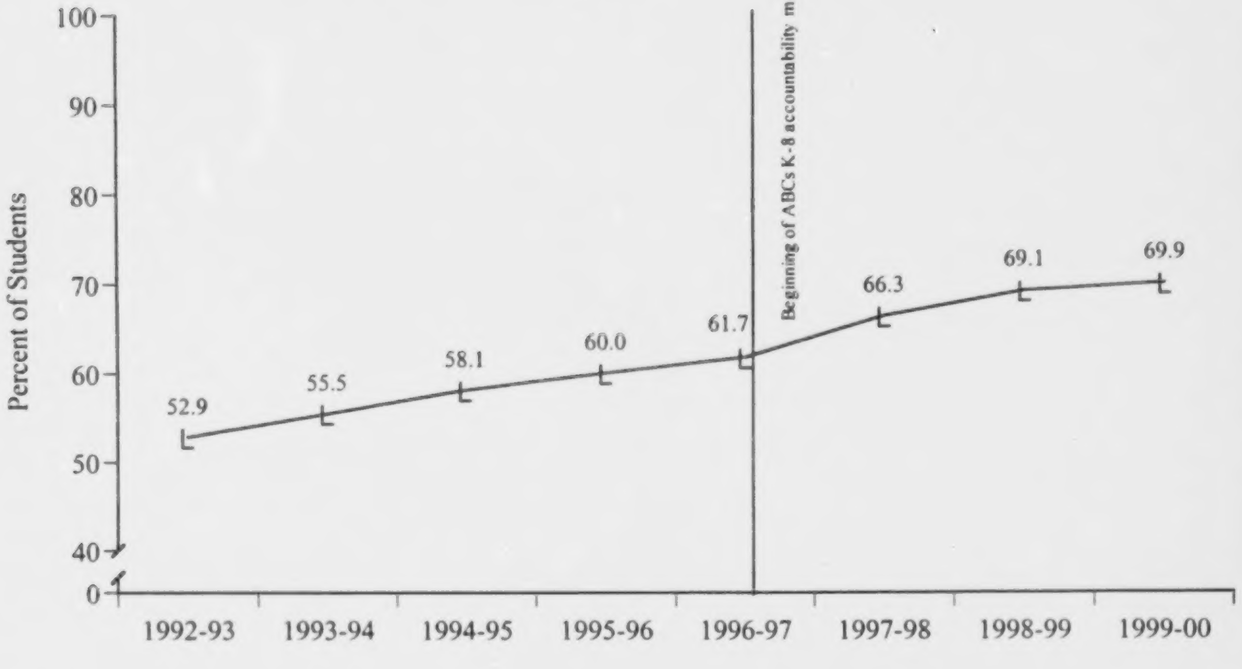


Figure 6. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8



Note: Data received from LEAs after September 14, 2000 are not included in these figures

Figure 7. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8



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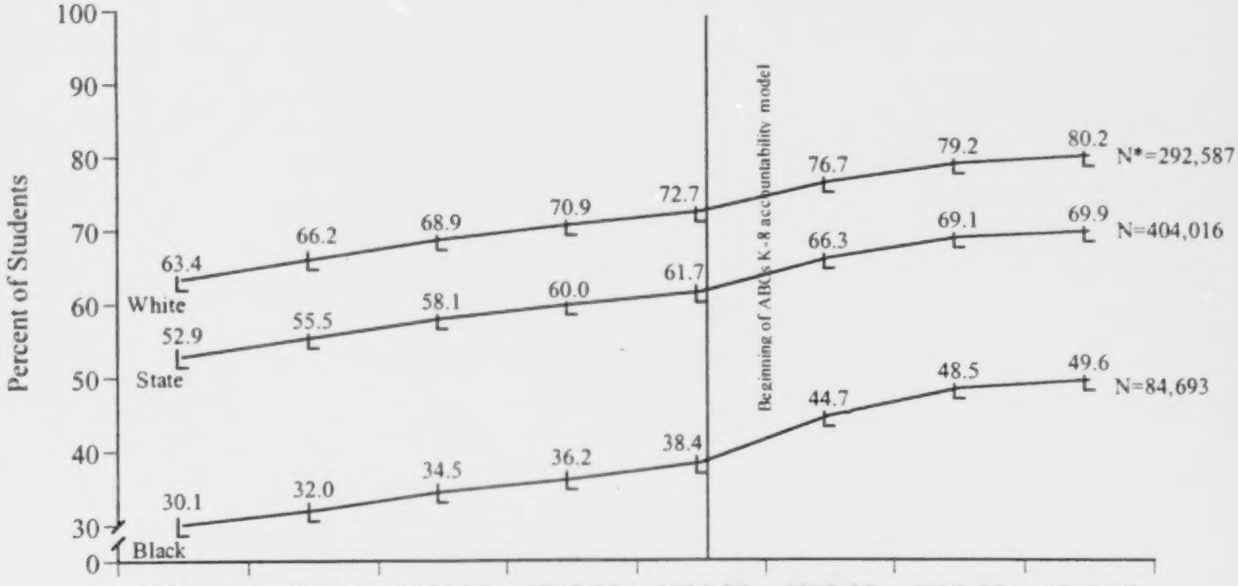
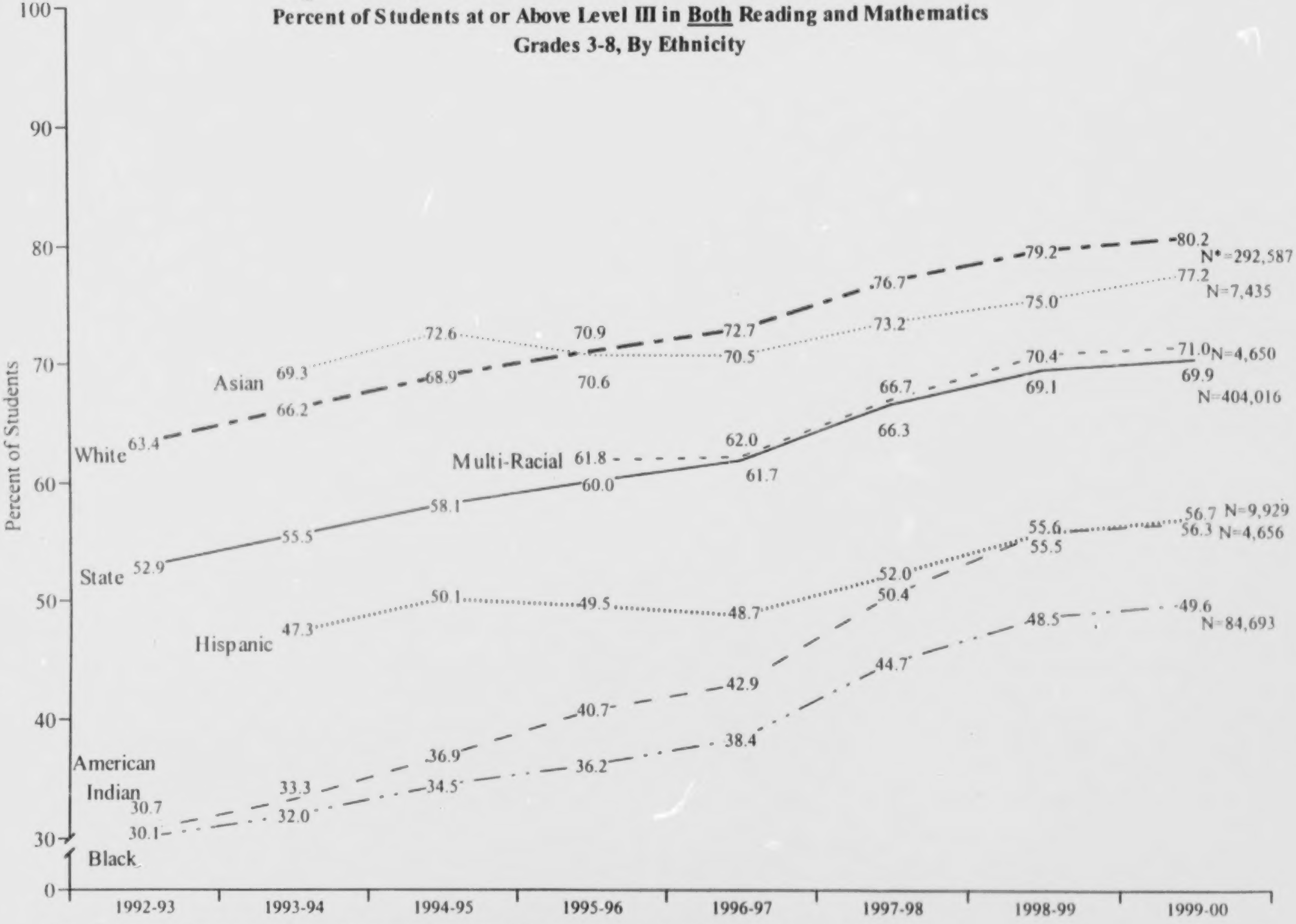


Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 9. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8, By Ethnicity



Notes: *N counts equal the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable.
Asian and Hispanic results were not reported in 1992-93. Multi-Racial results were not reported in 1992-93, 1993-94, and 1994-95.
Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 10. 1999-00 End-of-Grade Multiple-Choice Test Results
Minimum, Maximum, Median, and Mean Reading Scale Scores
Grades 3-8, by Ethnicity

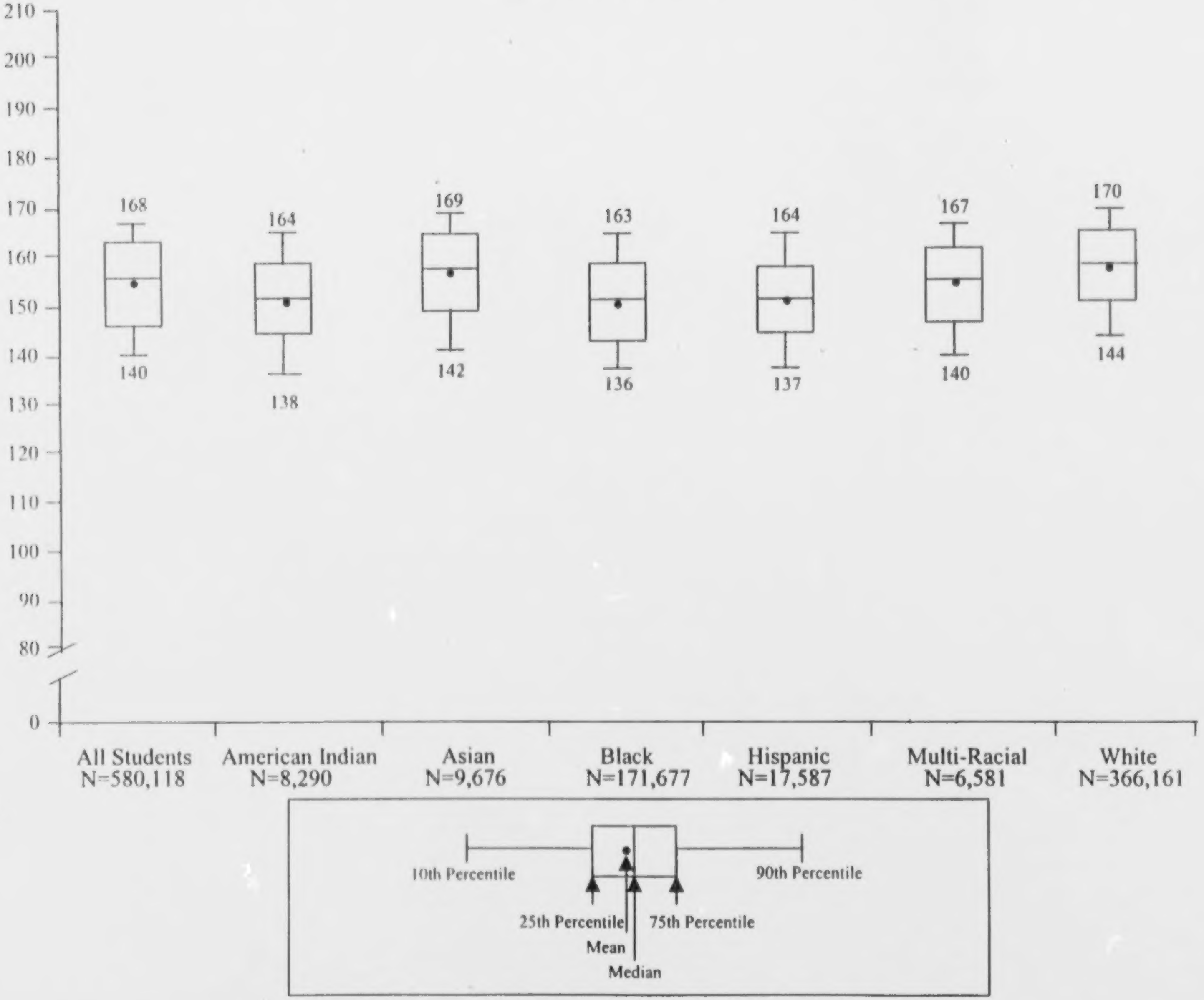


Figure 11. 1999-00 End-of-Grade Multiple-Choice Test Results Minimum, Maximum, Median, and Mean Mathematics Scale Scores Grades 3-8, by Ethnicity

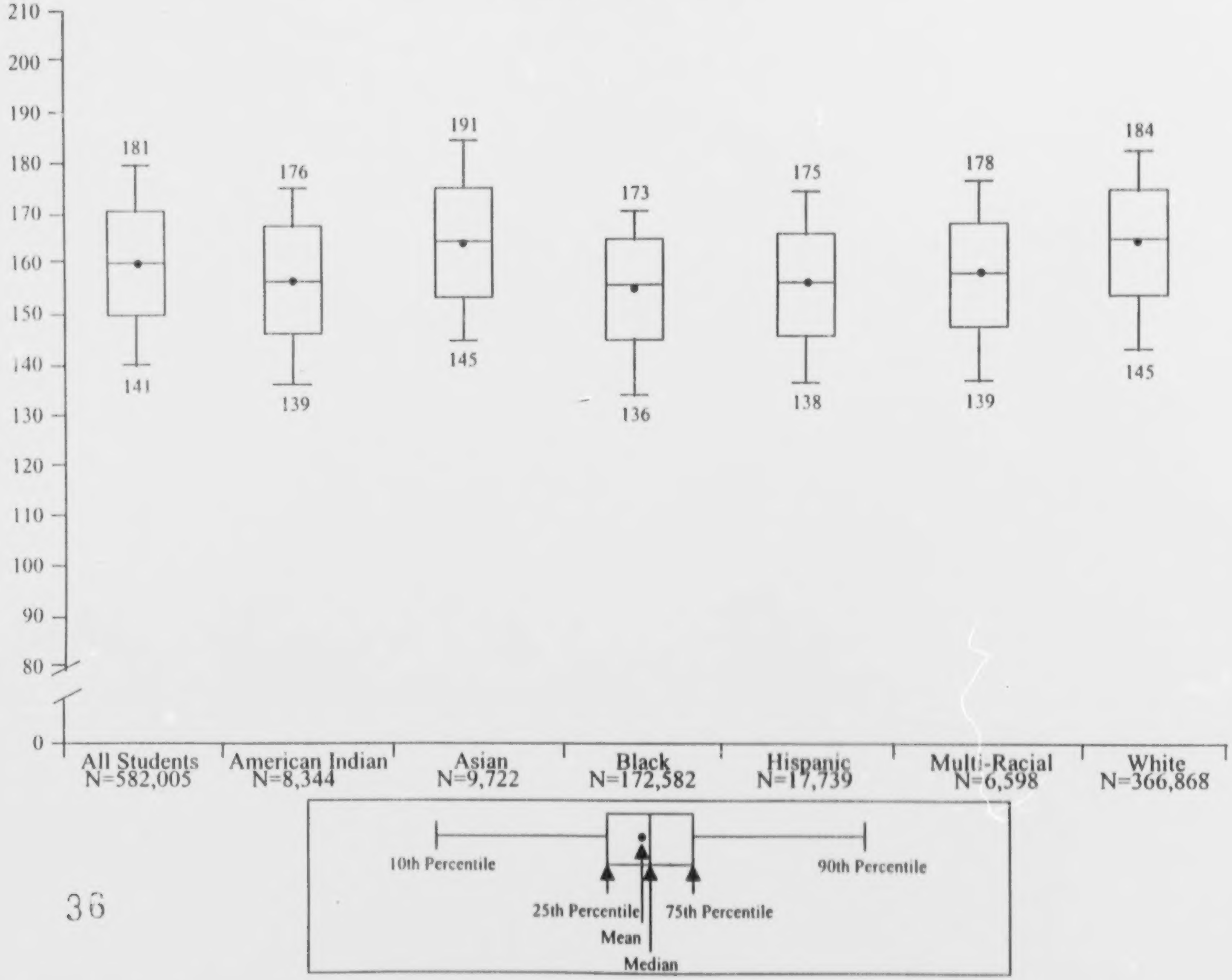
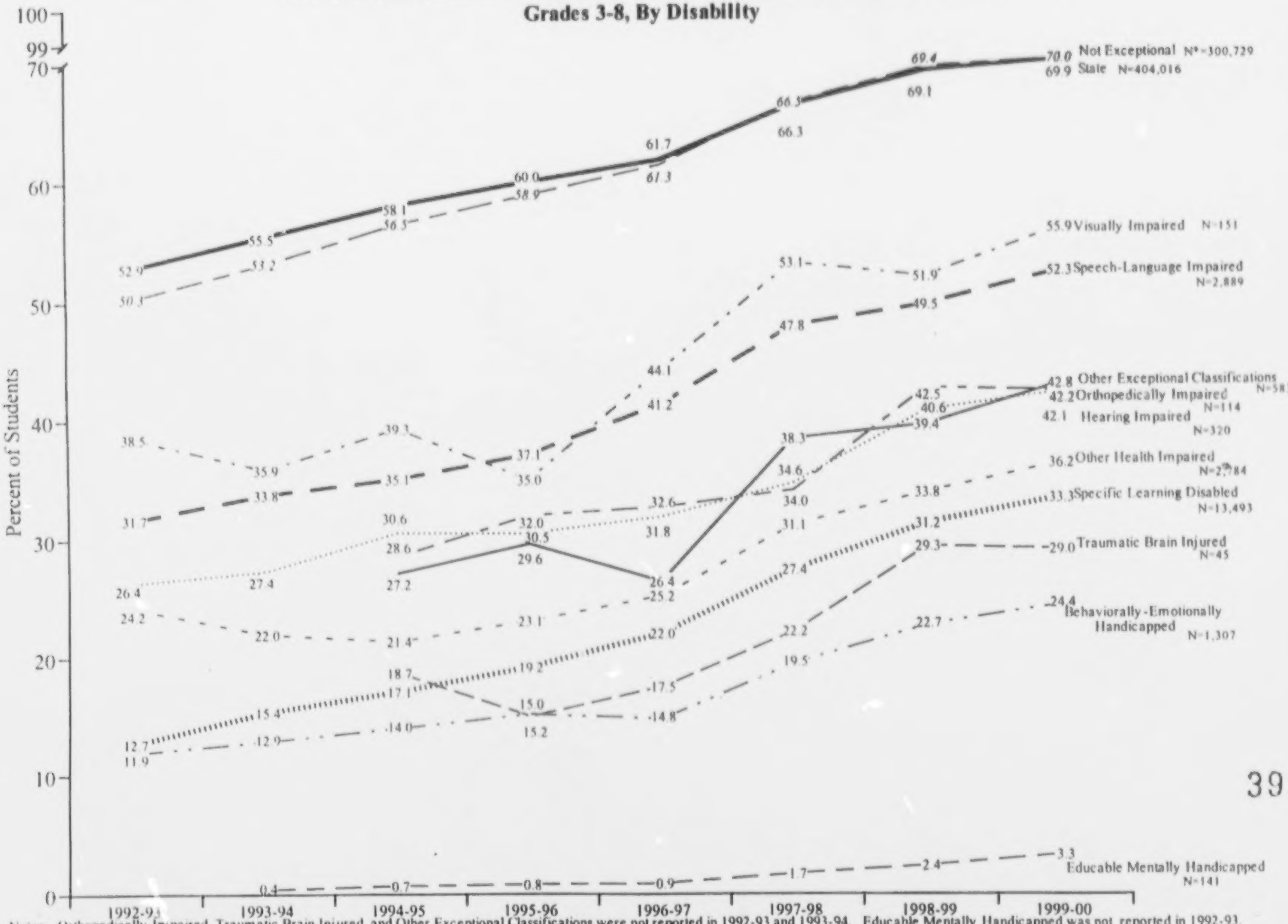


Figure 12. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in **Both** Reading and Mathematics
Grades 3-8, By Disability



Notes: Orthopedically Impaired, Traumatic Brain Injured, and Other Exceptional Classifications were not reported in 1992-93 and 1993-94. Educable Mentally Handicapped was not reported in 1992-93.
*N counts equal the number of students at or above level III in both reading and mathematics for 1999-00. Previous years are comparable.

Figure 13. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading

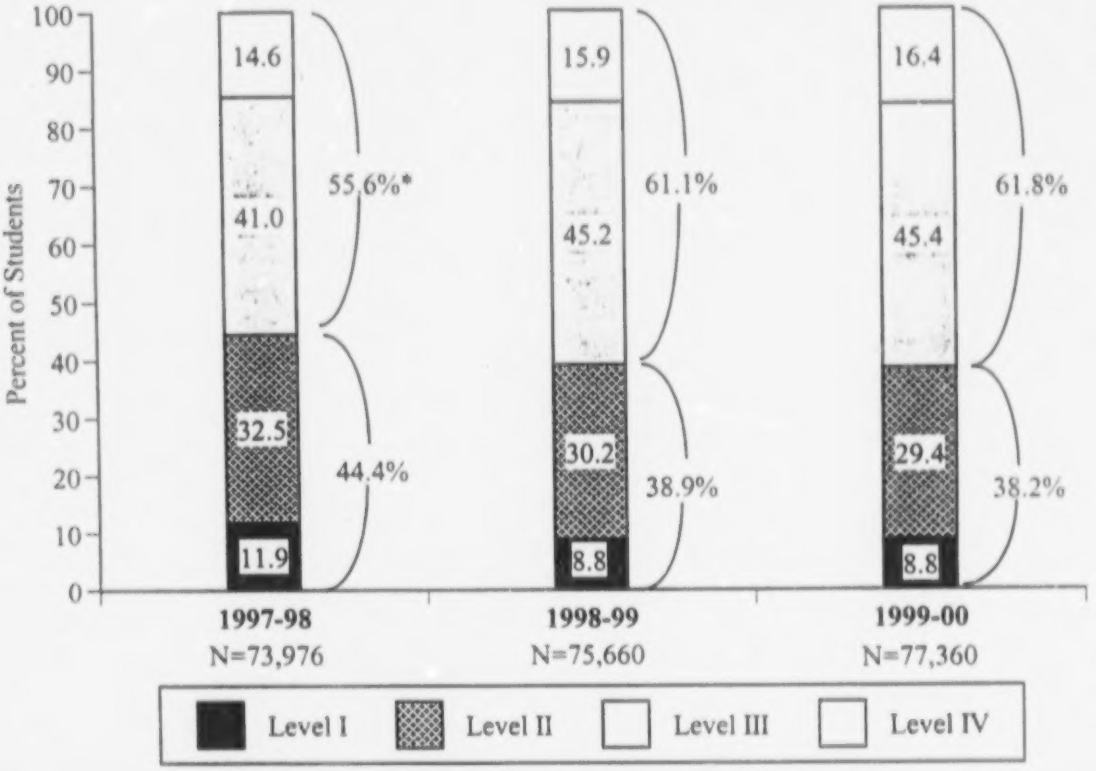
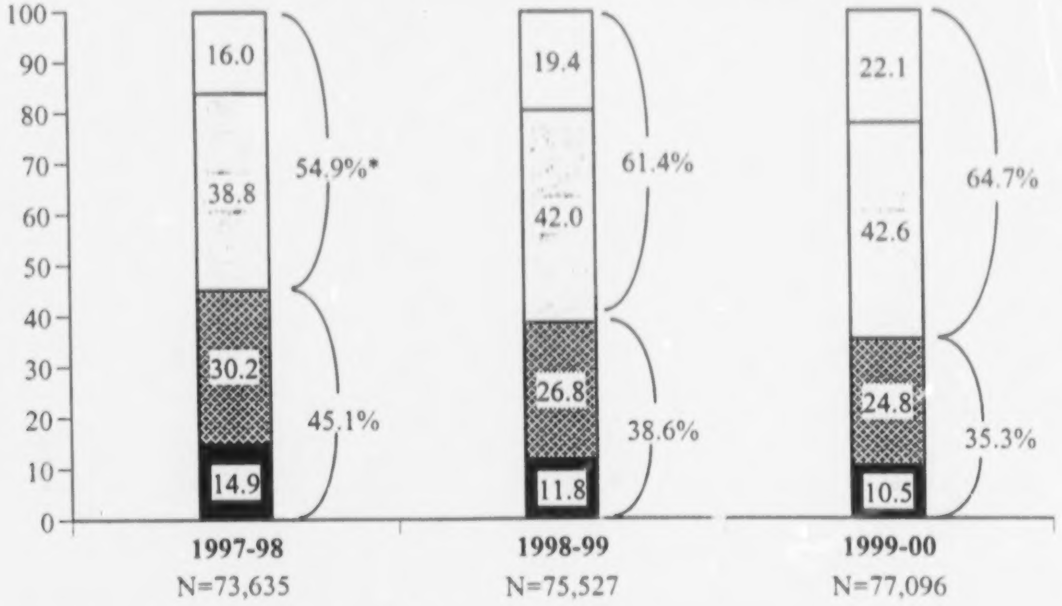


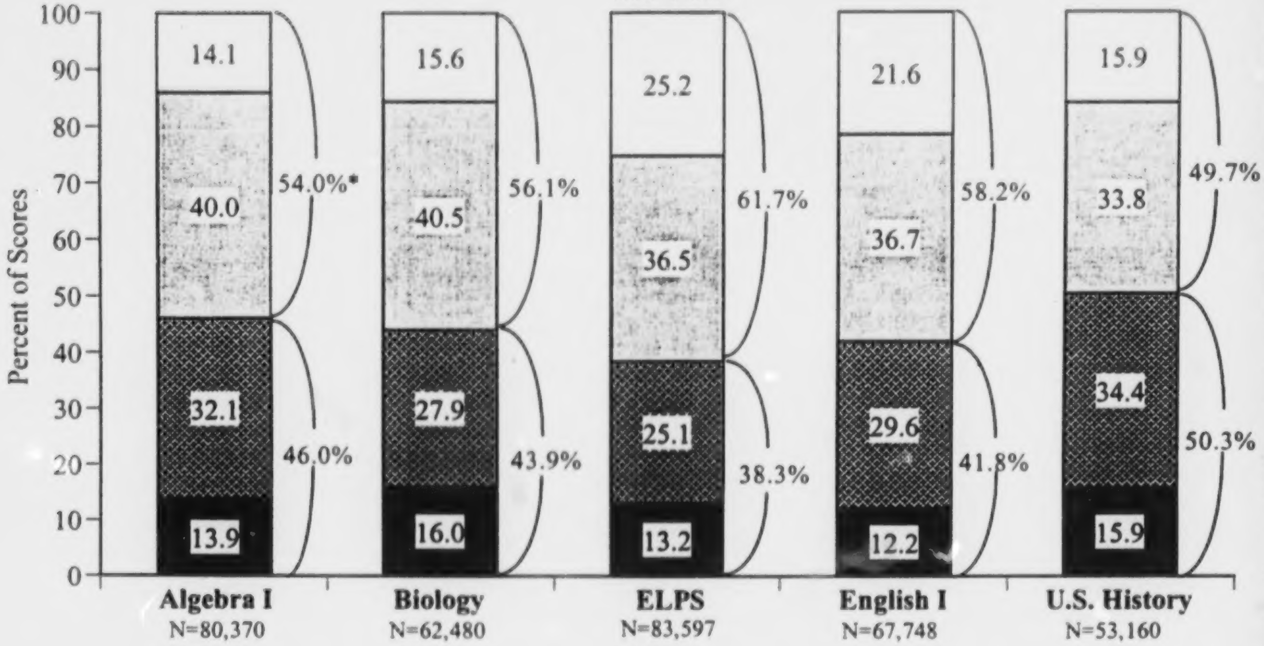
Figure 14. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics



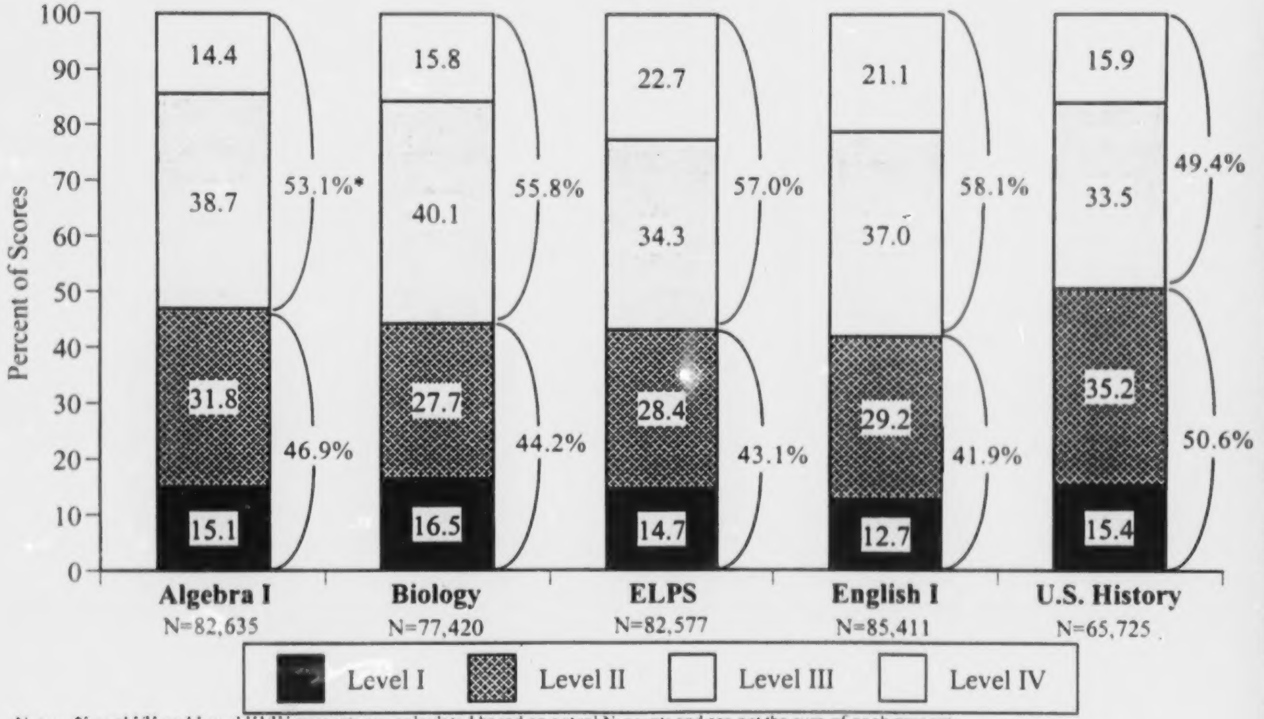
Notes: Due to rounding, data for some years may not add to 100%.
*Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results Percent of Scores at Each Achievement Level in the Ten Core Courses (Algebra I, Algebra II, Biology, Chemistry, ELPS, English I, Geometry, Physical Science, Physics, and U.S. History)**

1994-95



1995-96



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent

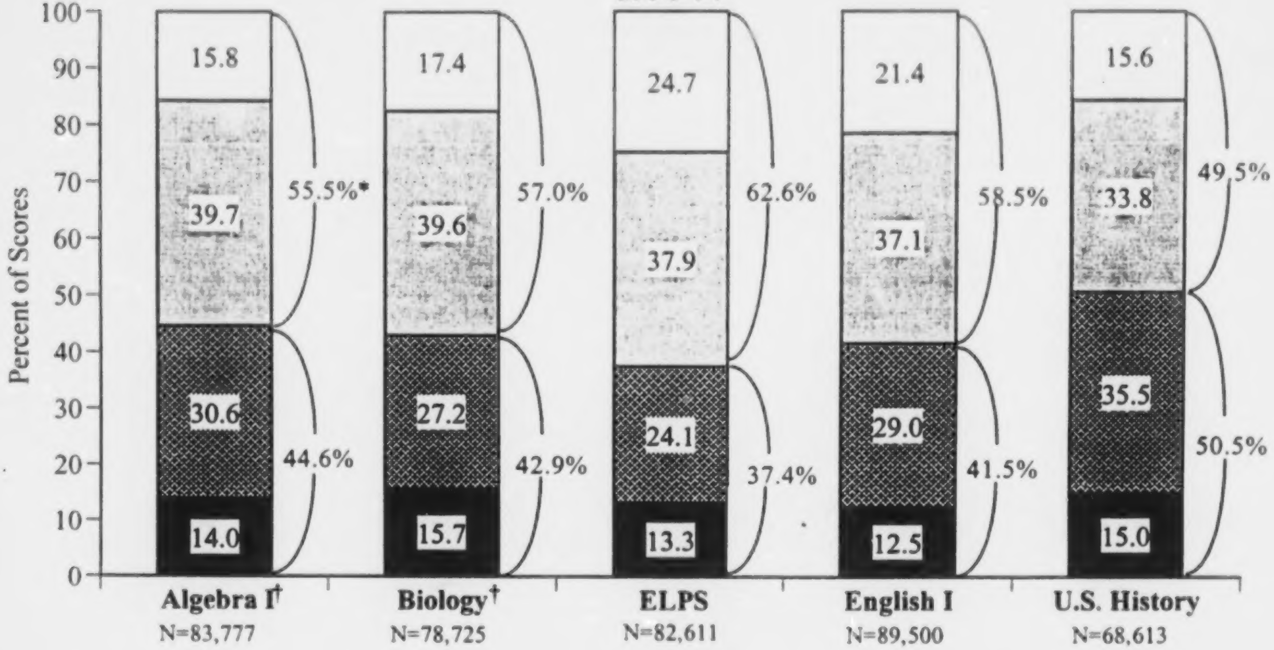
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.

Due to rounding, data for some courses may not add to 100%.

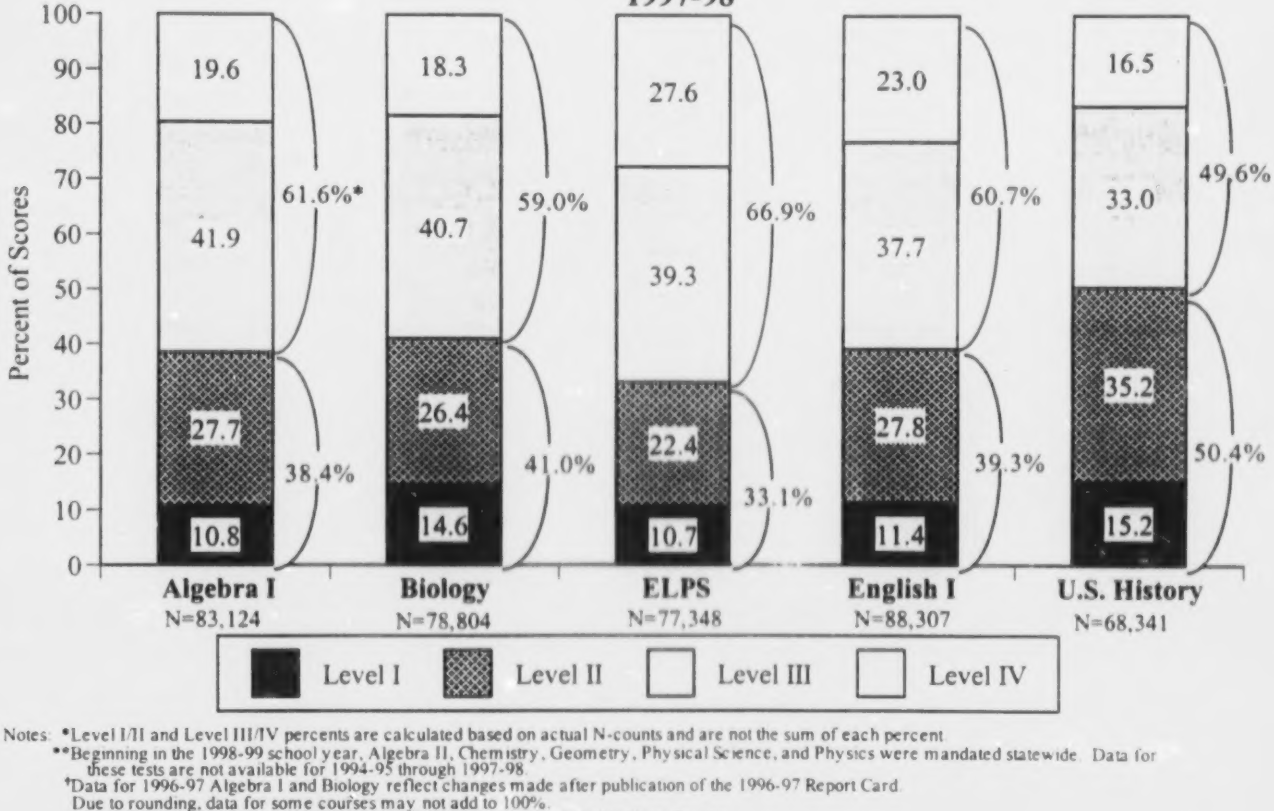
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses**
(Algebra I, Algebra II, Biology, Chemistry, ELPS, English I,
Geometry, Physical Science, Physics, and U.S. History) (continued)

1996-97

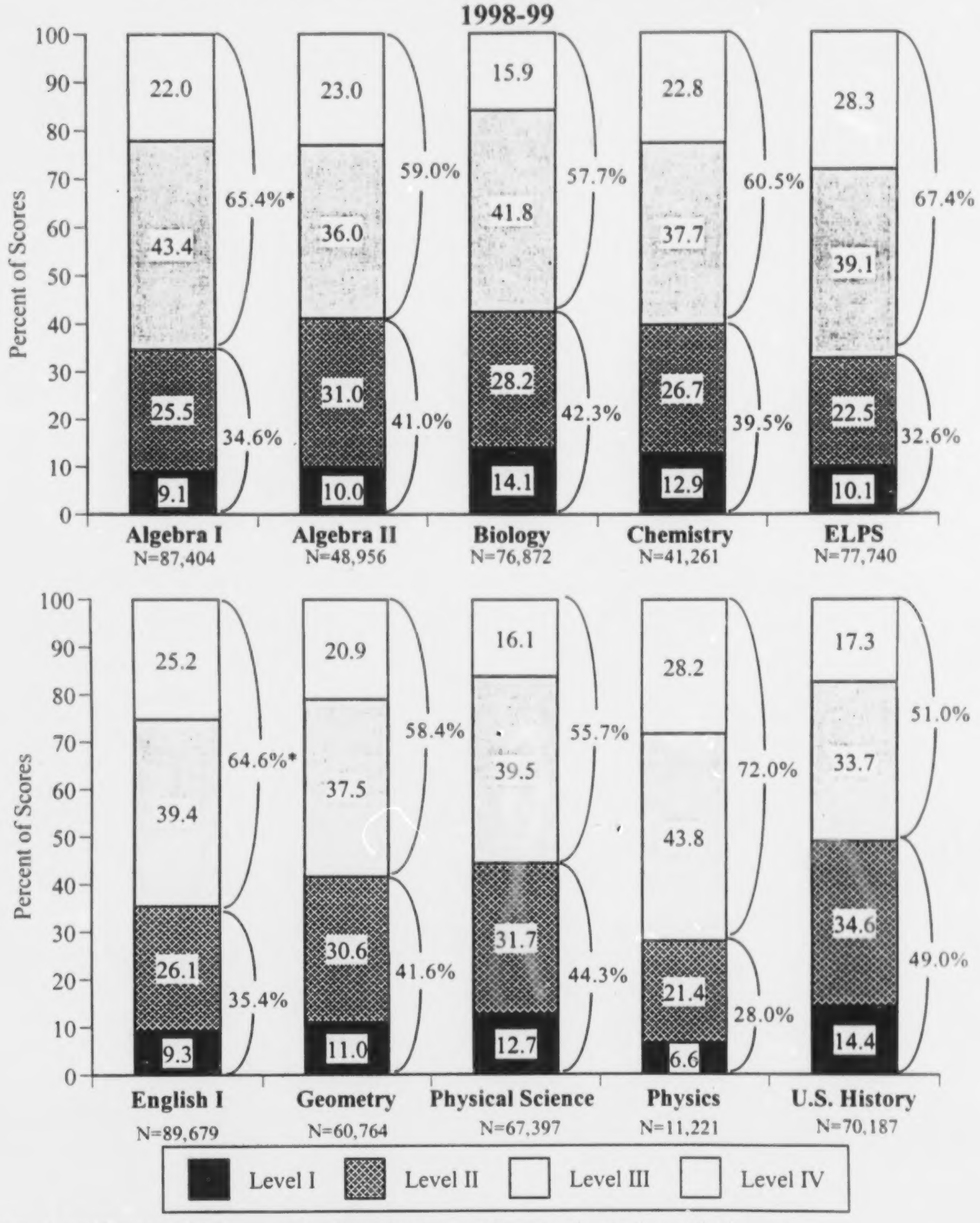


1997-98



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.
†Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
Due to rounding, data for some courses may not add to 100%.
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results Percent of Scores at Each Achievement Level in the Ten Core Courses (Algebra I, Algebra II, Biology, Chemistry, ELPS, English I, Geometry, Physical Science, Physics, and U.S. History) (continued)**



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.

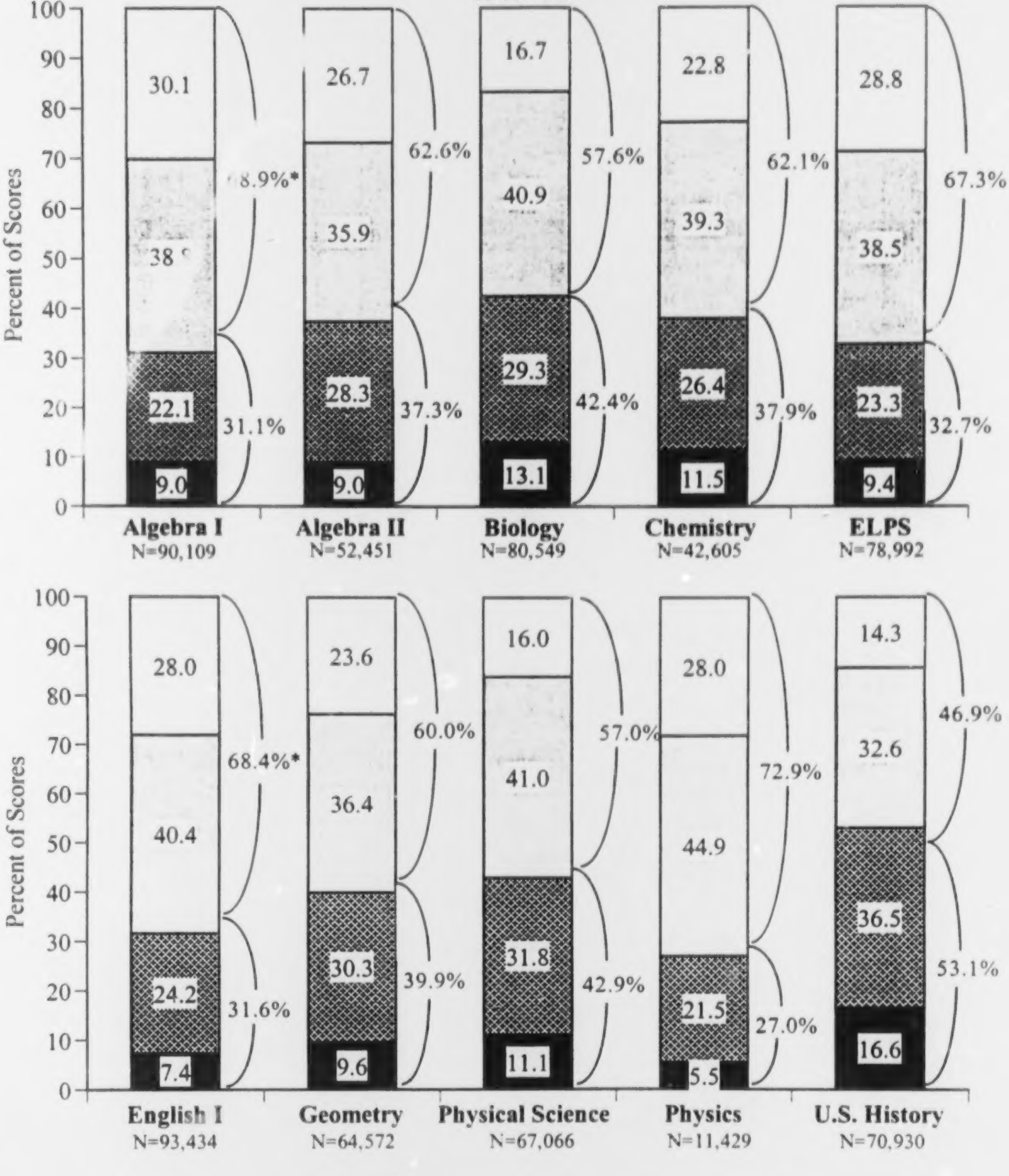
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.

Due to rounding, data for some courses may not add to 100%.

Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 15. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results Percent of Scores at Ea[illegible]chievement Level in the Ten Core Courses (Algebra I, Alg[illegible] I, Biology, Chemistry, ELPS, English I, Geometry, Physical [illegible]ence, Physics, and U.S. History) (continued)**

1999-00



Notes: *Level I/II and Level III/IV percents are calculated based on actual N-counts and are not the sum of each percent.
**Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available for 1994-95 through 1997-98.
Due to rounding, data for some courses may not add to 100%.
Data received from LEAs after September 14, 2000 are not included in these figures.

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Figure 16. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III
by Course**

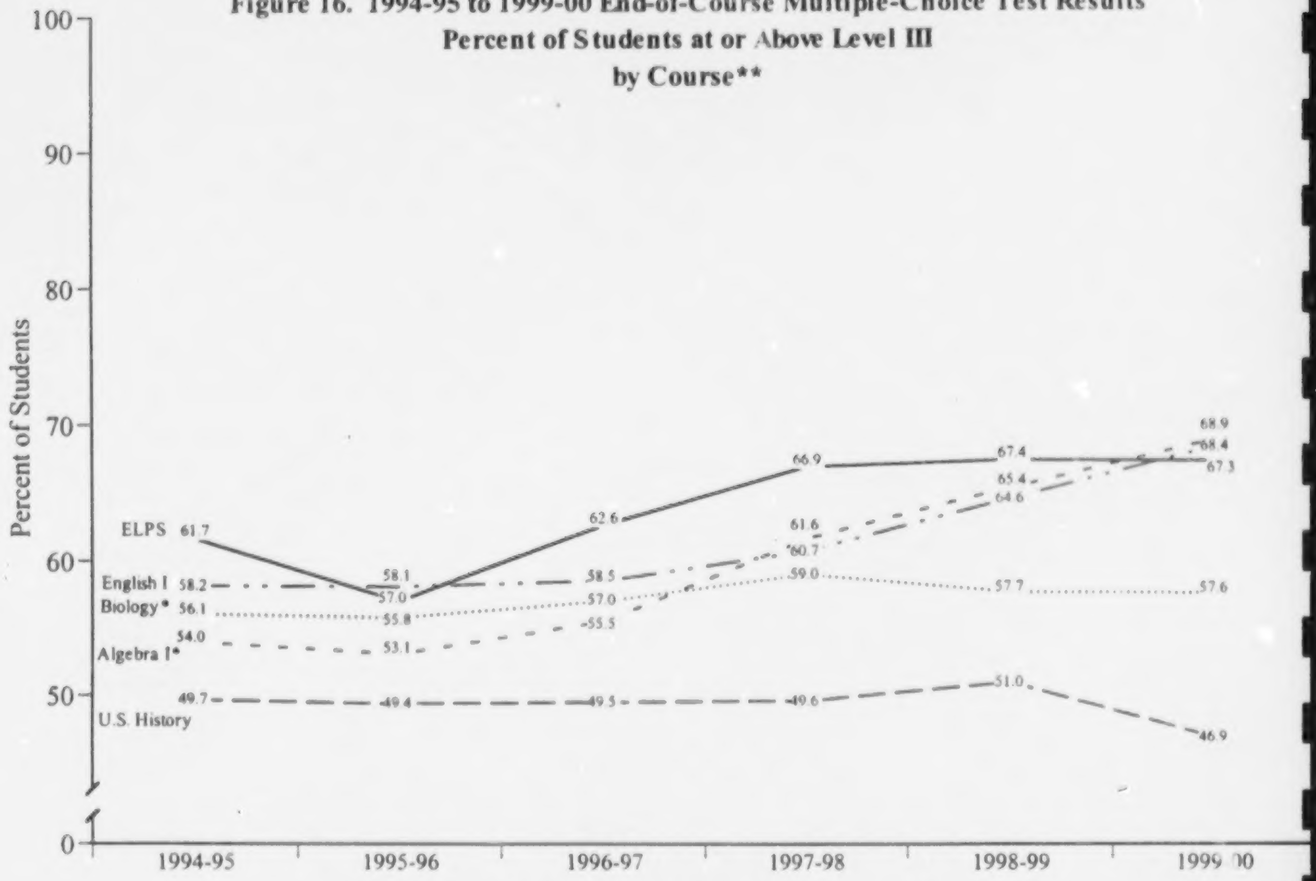
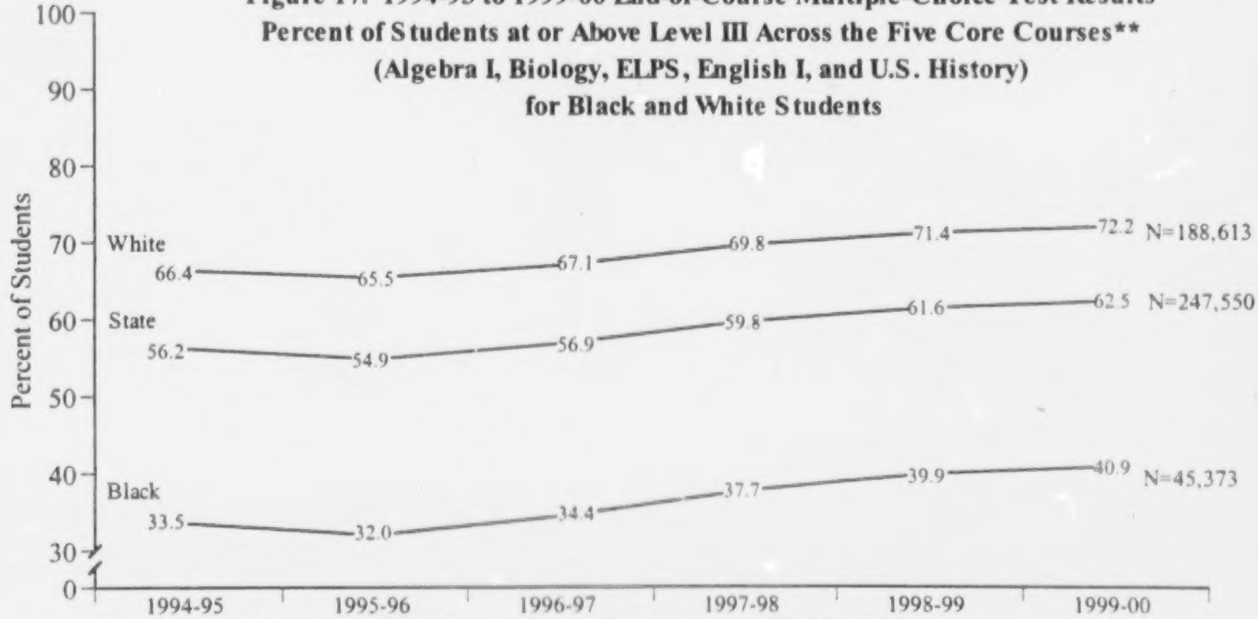


Figure 17. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses**
(Algebra I, Biology, ELPS, English I, and U.S. History)
for Black and White Students



Notes *Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card

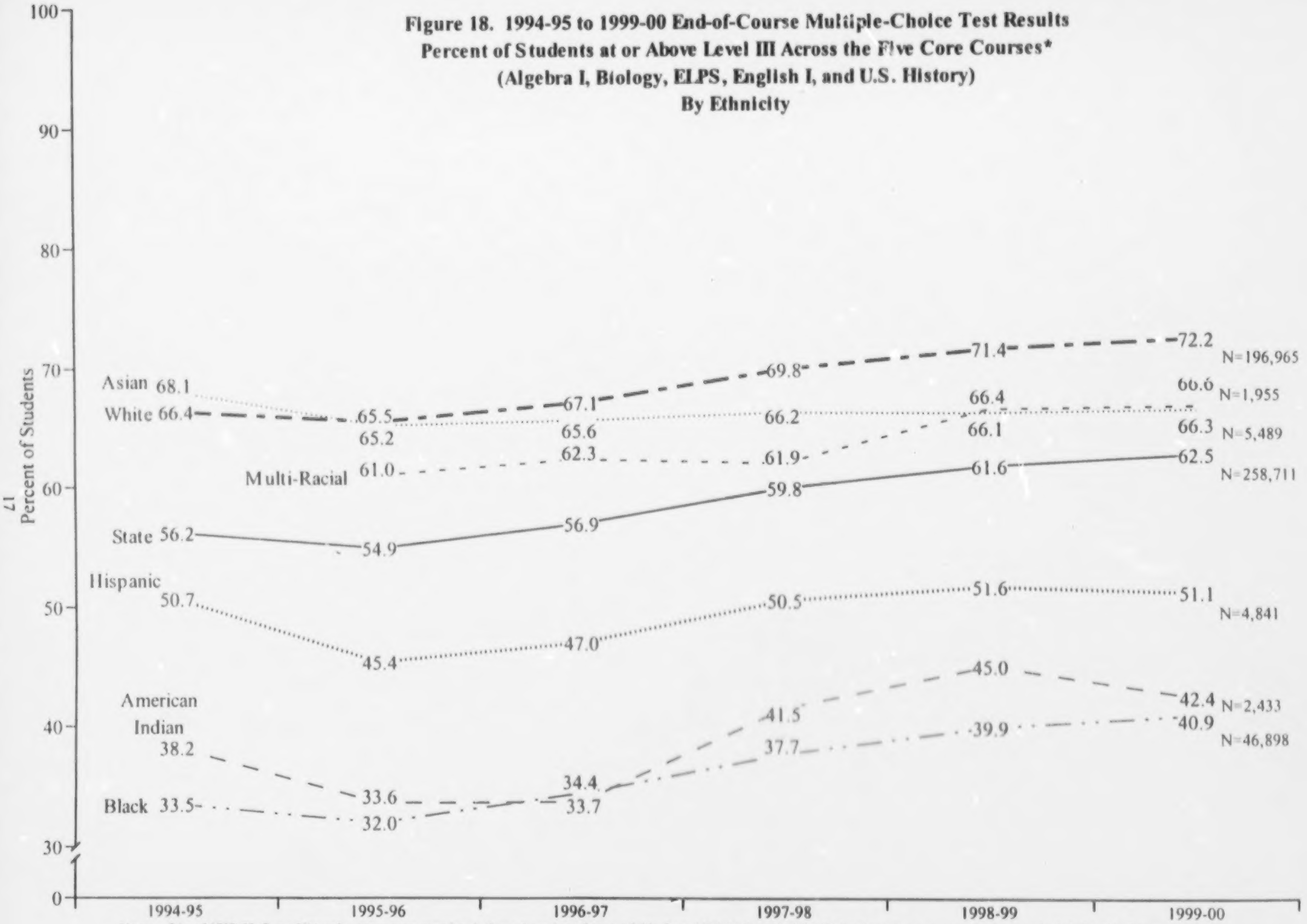
**As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in these figures.

The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic groups in the state.

N counts equal the number of students at or above level III across the five courses for 1998-99. Previous years are comparable.

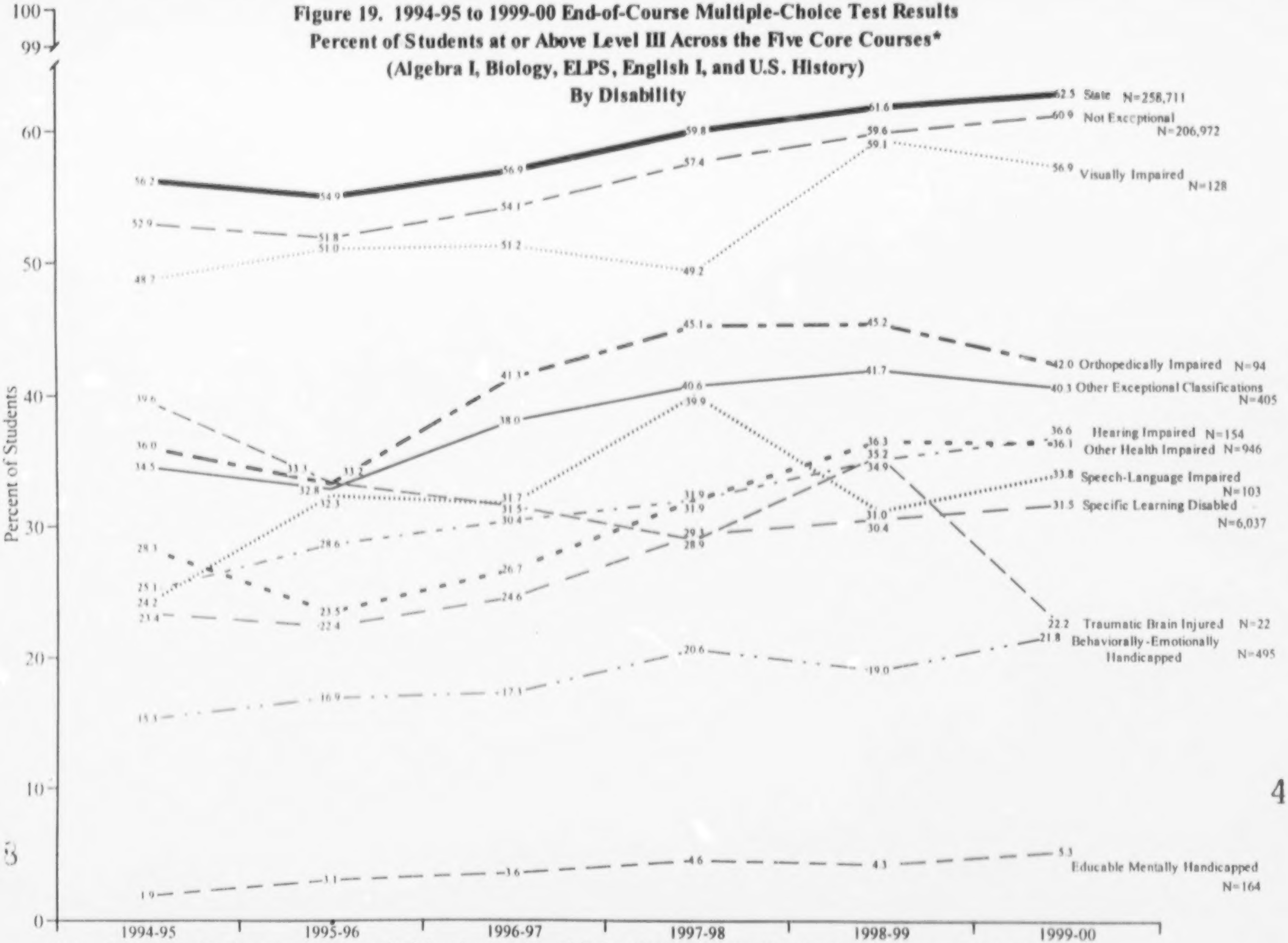
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 18. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELPS, English I, and U.S. History)
By Ethnicity



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
Multi-Racial results were not reported in 1994-95.
N counts equal the number of students at or above level III across the five core courses for 1998-99. Previous years are comparable.
Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 19. 1994-95 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELPS, English I, and U.S. History)
By Disability



Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
Data for 1996-97 Algebra I and Biology reflect changes made after publication of the 1996-97 Report Card.
N counts equal the number of students at or above level III across the five core courses for 1998-99. Previous years are comparable.
Data received from LEAs after September 14, 2000 are not included in this figure.

Grade 3 Pretest Results

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Table 1. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
1996-97	94,551	65.3%	94,846	70.3%
	137.8	8.6	130.0	8.2
1997-98	99,583	65.3%	99,801	71.5%
	137.7	8.5	130.2	8.0
1998-99	101,394	67.4%	101,639	74.7%
	138.1	8.5	130.9	7.9
1999-00	102,143	69.8%	102,309	76.9%
	138.7	8.6	131.6	7.8

Note Data received from LEAs after October, 2000 are not included in this table.

Table 2. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	11.3	8.8	13.7	17.6	8.4	17.4	16.0	12.2	8.2
	1998	11.3	8.9	13.7	17.8	7.3	17.5	17.9	10.5	7.9
	1999	10.2	7.7	12.5	15.2	7.7	15.3	14.4	8.7	7.4
	2000	9.1	7.1	11.1	13.4	7.5	13.8	14.2	8.0	6.4
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.4	20.6	26.2	31.7	18.7	32.3	33.9	23.1	18.8
	1998	23.4	20.8	25.9	30.4	19.6	32.2	30.6	21.9	18.7
	1999	22.5	20.0	24.8	31.1	19.3	30.8	31.5	20.8	17.9
	2000	21.1	18.3	23.7	29.8	19.5	28.8	28.5	19.2	16.6
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	39.5	41.5	37.5	39.0	40.7	39.0	36.8	43.2	39.7
	1998	40.1	42.4	37.8	39.7	42.1	39.2	38.7	41.6	40.5
	1999	41.1	42.6	39.7	39.7	39.5	41.6	40.3	42.2	41.0
	2000	41.3	42.7	39.8	40.9	38.3	43.3	42.0	43.2	40.2
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	25.8	29.1	22.7	11.7	32.2	11.3	13.4	21.5	33.3
	1998	25.3	27.9	22.7	12.1	31.1	11.1	12.8	25.9	32.8
	1999	26.2	29.6	23.0	14.0	33.6	12.3	13.8	28.3	33.7
	2000	28.5	31.8	25.3	15.9	34.7	14.1	15.4	29.7	36.8

Grade 3 Pretest Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
119-127	128-132	133-144	145-162

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 3. 1996-97 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics

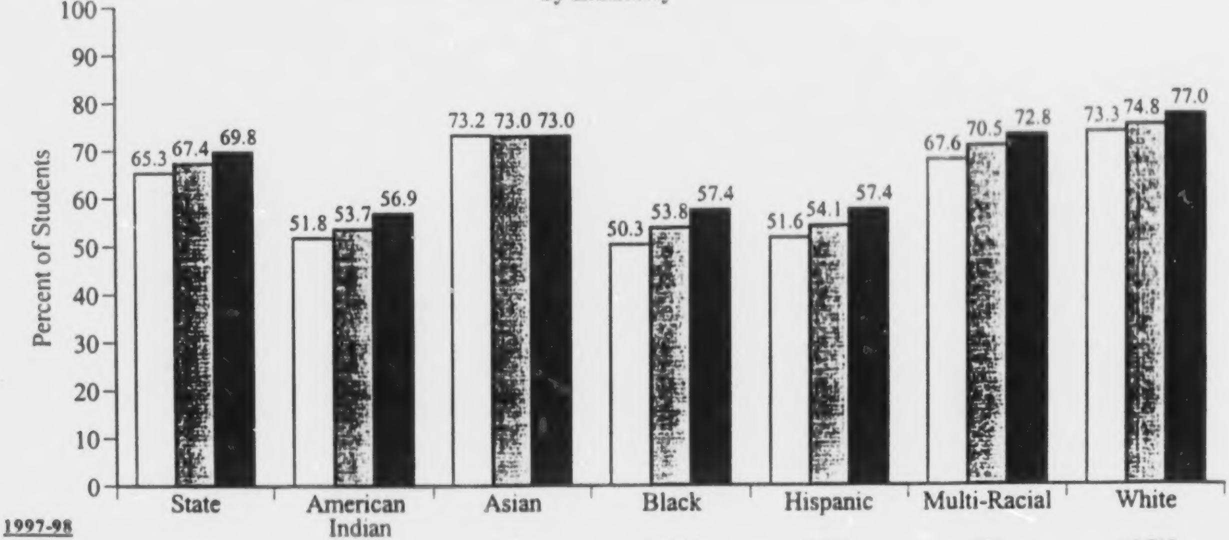
Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1997	6.2	5.4	6.9	8.6	2.6	10.9	9.7	5.2	3.8
	1998	5.4	4.7	6.1	7.6	2.8	9.6	7.4	4.0	3.3
	1999	4.6	4.0	5.2	7.5	1.8	8.3	6.7	4.7	2.7
	2000	3.3	2.9	3.8	6.6	1.4	5.9	4.8	1.8	2.0
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1997	23.5	22.5	24.6	37.2	16.4	35.4	32.0	24.7	17.5
	1998	23.1	22.2	24.0	33.8	16.2	34.3	33.2	23.5	17.1
	1999	20.6	19.5	21.7	31.1	14.4	31.0	28.5	18.1	15.1
	2000	19.7	18.6	20.8	28.6	14.3	29.8	24.8	18.9	14.2
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1997	40.6	41.6	39.5	41.2	40.0	41.8	42.9	44.0	39.9
	1998	41.3	42.6	40.0	43.5	38.4	44.1	43.1	45.3	39.8
	1999	41.8	42.9	40.8	43.5	40.5	46.1	46.3	44.3	39.5
	2000	41.7	42.7	40.7	42.2	36.4	47.4	48.0	44.4	38.5
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1997	29.7	30.5	28.9	13.0	41.0	11.9	15.5	26.1	38.7
	1998	30.2	30.5	39.9	15.2	42.6	12.0	16.2	27.2	39.7
	1999	32.9	33.6	32.3	17.9	43.3	14.7	18.5	32.8	42.7
	2000	35.3	35.8	34.7	22.7	47.9	16.9	22.4	35.0	45.3

Grade 3 Pretest Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
105-117	118-125	126-134	135-154

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after October 24, 2000 are not included in this table.

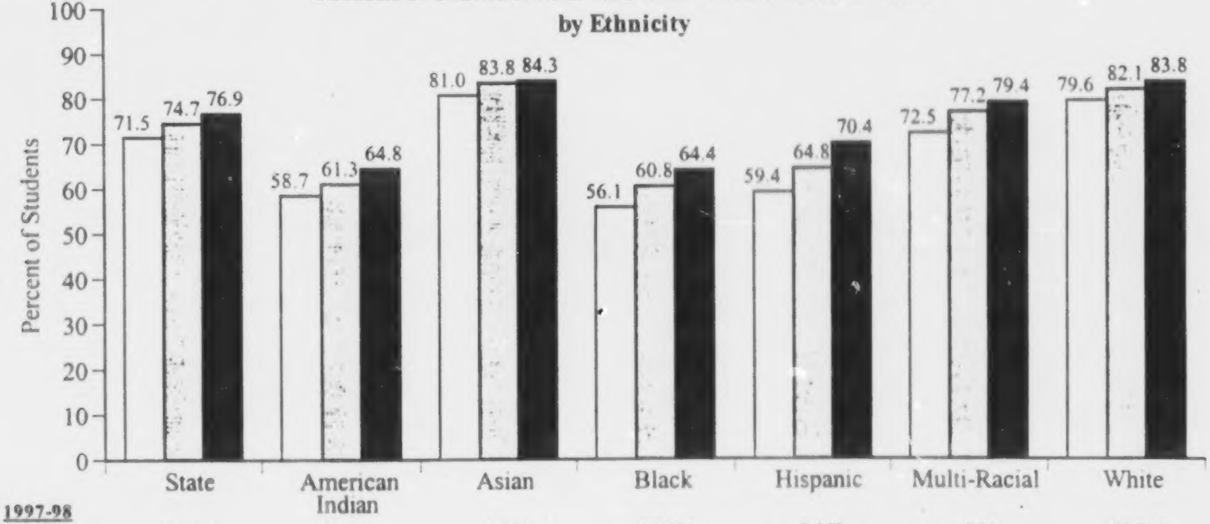
Figure 1. 1997-98 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Reading
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,583	1,482	1,375	30,610	2,440	752	62,708
N Level III, IV	65,068	768	1,006	15,396	1,258	508	45,982
1998-99							
N Tested	101,394	1,487	1,538	30,994	2,928	1,169	63,153
N Level III, IV	68,313	799	1,123	16,690	1,583	824	47,208
1999-00							
N Tested	102,143	1,595	1,594	31,504	3,590	1,531	62,158
N Level III, IV	71,282	907	1,163	18,071	2,060	1,115	47,852

☐ 1997-98 ▨ 1998-99 ■ 1999-00

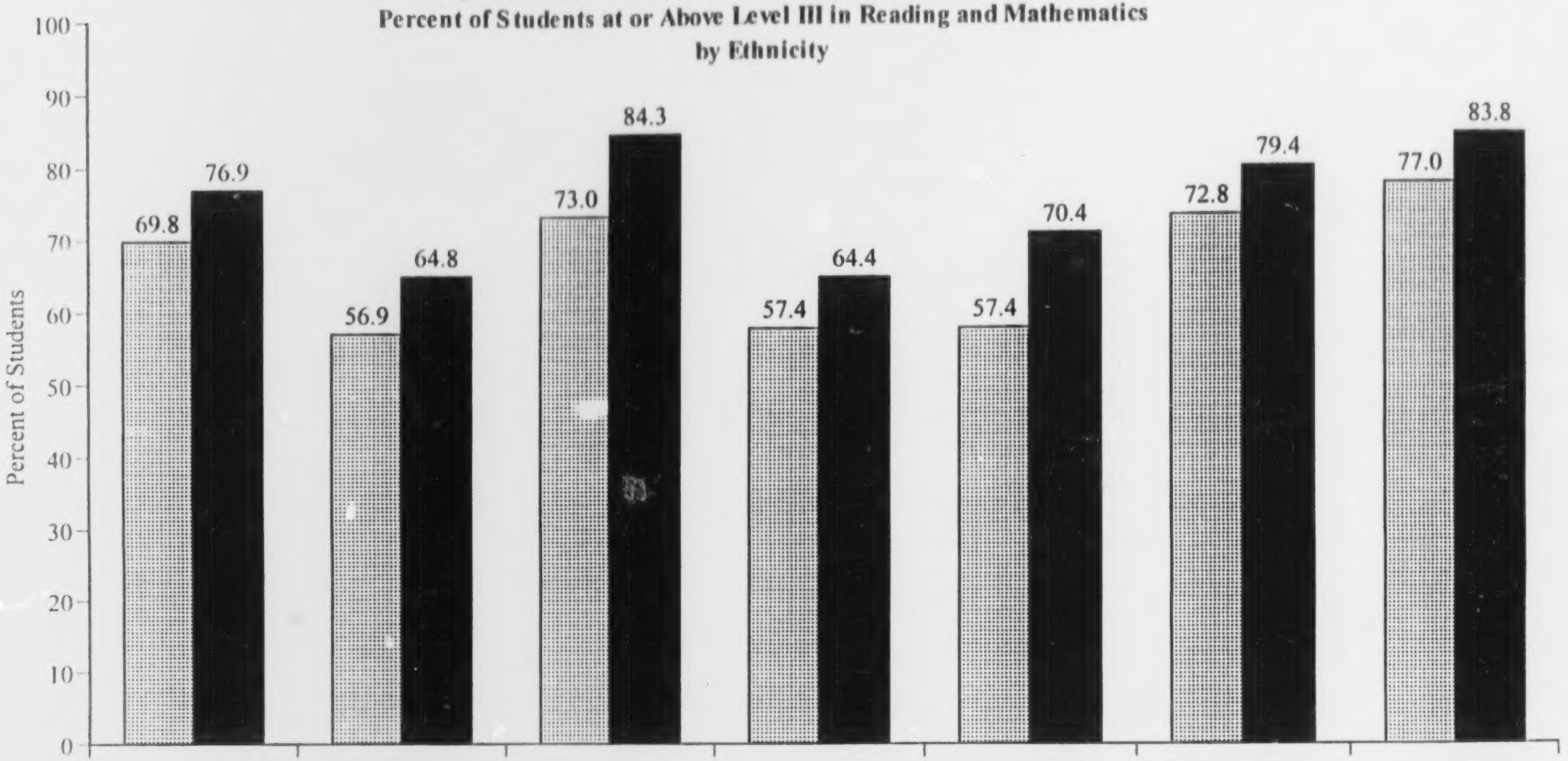
Figure 2. 1997-98 to 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Mathematics
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	99,801	1,483	1,379	30,696	2,459	753	62,816
N Level III, IV	71,363	870	1,117	17,225	1,460	546	49,979
1998-99							
N Tested	101,639	1,498	1,539	31,119	2,946	1,169	63,242
N Level III, IV	75,967	919	1,290	18,906	1,909	902	51,943
1999-00							
N Tested	102,309	1,601	1,598	31,583	3,598	1,533	62,225
N Level III, IV	78,712	1,038	1,347	20,333	2,532	1,217	52,129

Notes: "N Tested" and "N Level III, IV" for the ethnicity categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and therefore were reported in the state data only.
Data received from LEAs after October 14, 2000 are not included in these figures.

Figure 3. 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at or Above Level III in Reading and Mathematics
by Ethnicity

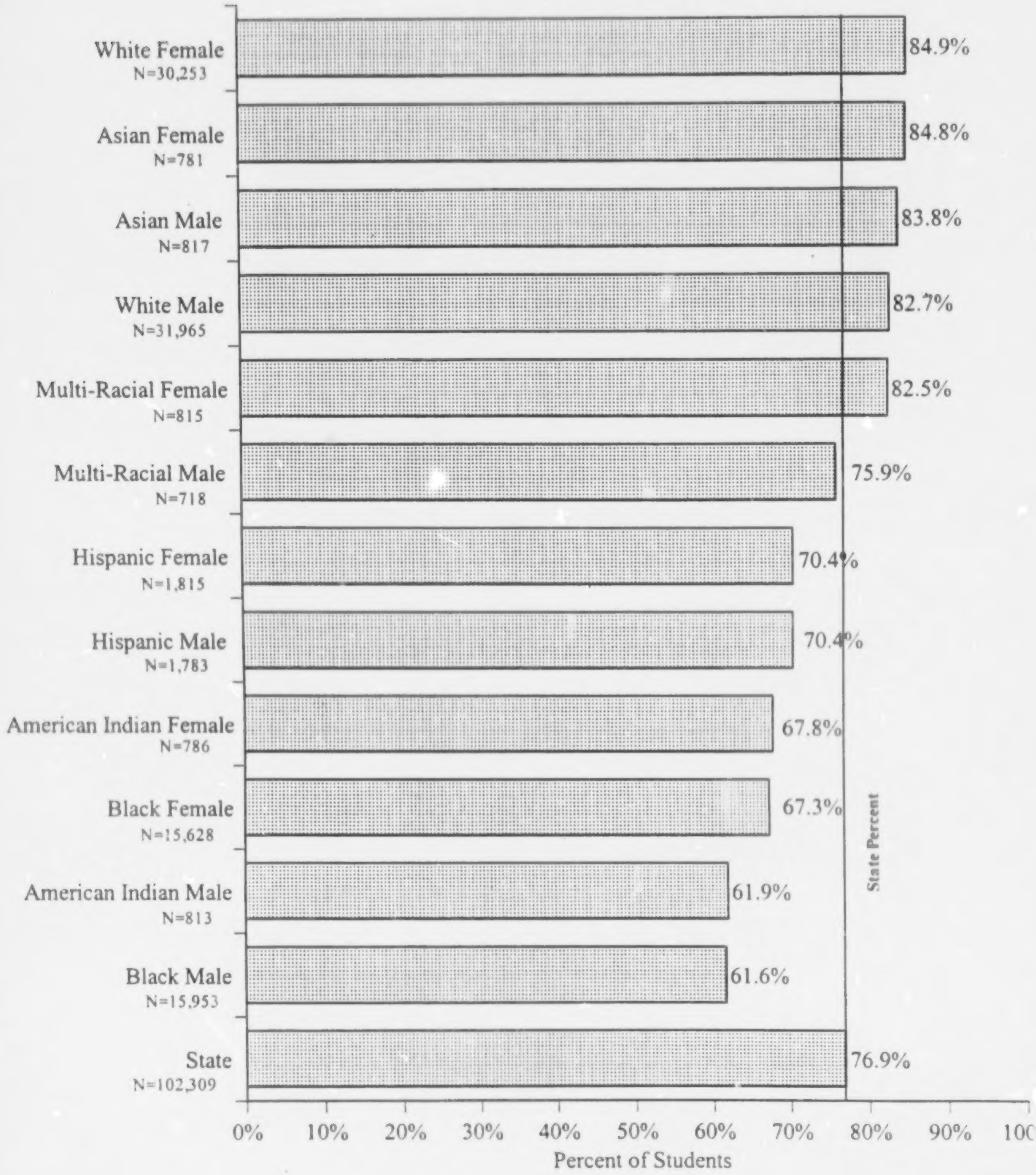


	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Reading							
N Tested	102,143	1,595	1,594	31,504	3,590	1,531	62,158
N Level III, IV	71,282	907	1,163	18,071	2,060	1,115	47,852
Mathematics							
N Tested	102,309	1,601	1,598	31,583	3,598	1,533	62,225
N Level III, IV	78,712	1,038	1,347	20,333	2,532	1,217	52,129

▨ Reading ■ Mathematics

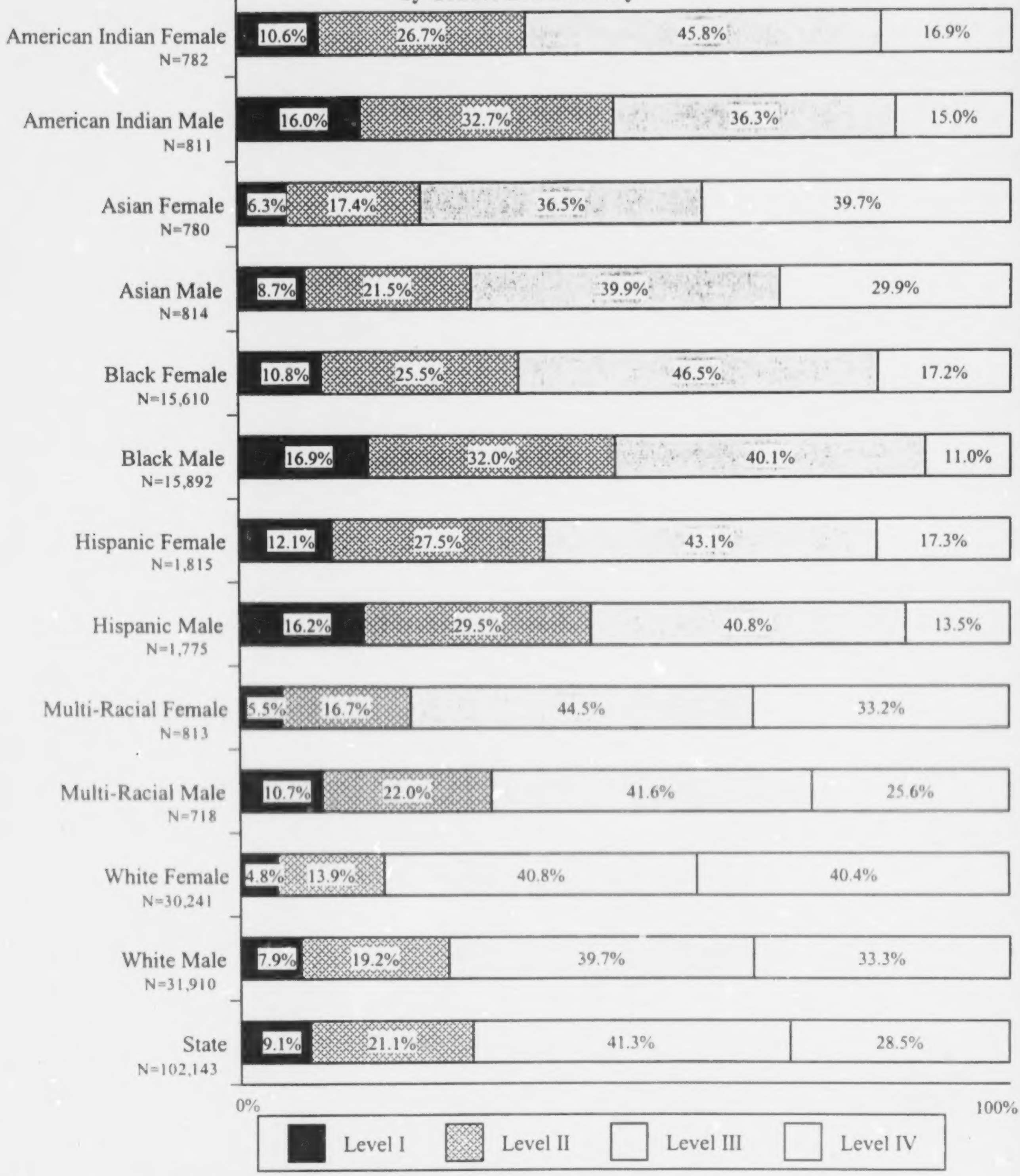
Note: Data received from LEAs after October, 2000 are not included in this figure.

Figure 5. 1999-00 Grade 3 Pretest Multiple-Choice Results Percent of Students at or Above Level III in Mathematics by Gender and Ethnicity



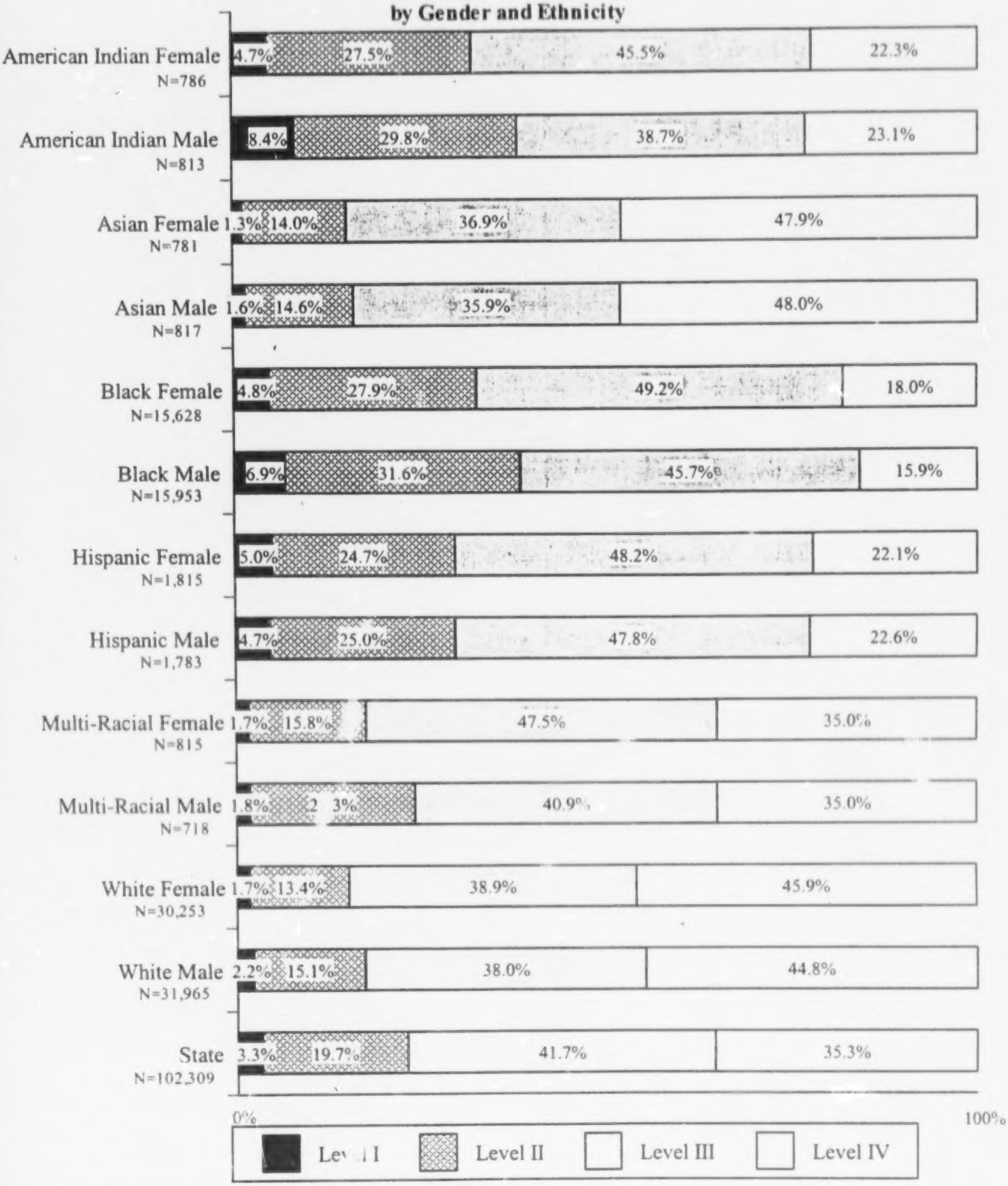
Note: Data received from LEAs after October, 2000 are not included in this figure.

Figure 6. 1999-00 Grade 3 Pretest Multiple-Choice Results Percent of Students at Each Achievement Level in Reading by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October, 2000 are not included in this figure.

Figure 7. 1999-00 Grade 3 Pretest Multiple-Choice Results
Percent of Students at Each Achievement Level in Mathematics
by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after October, 2000 are not included in this figure.

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Table 4. 1999-00 Grade 3 Pretest Multiple-Choice Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students

Category	Number Tested	Percent[1]	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	102,143	100.0	69.8	76.9	138.7	131.6
Not Exceptional	87,290	86.0	71.6	77.8	138.8	131.5
Academically Gifted	4,184	4.1	98.1	98.3	149.4	141.2
Students with Disabilities	10,080	9.9	42.3	60.6	133.3	127.9
Behaviorally-Emotionally Handicapped	604	0.6	35.1	51.5	132.1	126.3
Hearing Impaired	131	0.1	50.4	58.3	134.4	127.5
Educable Mentally Handicapped	788	0.8	17.5	22.6	129.1	121.4
Specific Learning Disabled	4,604	4.5	34.3	63.1	131.8	128
Speech-Language Impaired	2,781	2.7	63.1	71.0	137.1	130.3
Visually Impaired	54	0.1	42.6	61.1	134.7	129.1
Other Health Impaired	866	0.9	43.0	57.6	133.1	127.3
Orthopedically Impaired	53	0.1	39.6	61.1	134.4	127.5
Traumatic Brain Injured	27	0.0	*	*	*	*
Other Exceptional Classifications	172	0.2	49.4	57.6	134.7	128.1
Section 504	529	0.5	52.0	64.0	135.0	129.0
Limited English Proficient	1,660	1.6	41.4	63.7	132.8	127.5
Not Served by Title I	57,529	56.6	75.5	82.1	140.2	133.0
Schoolwide Title 1 Program	39,401	38.8	63.4	71.5	137.0	129.9
Targeted Assistance	3,722	3.7	48.5	56.3	134.3	127.3
Migrant	1,206	1.2	57.9	67.7	135.8	129.1

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories.
Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 5. 1999-00 Grade 3 Pretest Multiple-Choice Results
Performance of Students Using Accommodations

Category	Number Tested	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	102,143	100.0	69.8	76.9	138.7	131.6
Braille Edition	7	0.0	*	*	*	*
Large Print	56	0.3	44.6	60.7	134.4	128.8
Assistive Technology	27	0.1	*	*	*	*
Braille Writer	3	0.0	*	*	*	*
Cranmer Abacus	7	0.0	*	*	*	*
Dictation to Scribe	99	0.5	35.4	42.2	132.4	125.0
Interpreter Signs Test***	24	0.1	*	*	*	*
Magnification Devices	6	0.0	*	*	*	*
Student Marks in Test Book	3,317	15.9	35.4	62.4	132.0	127.9
Test Administrator Reads Test Aloud***	4,771	22.9	26.6	63.8	130.7	127.9
Use of Typewriter or Word Processor	2	0.0	*	*	*	*
Hospital/Home Testing	6	0.0	*	*	*	*
Multiple Test Sessions	1,433	6.9	33.8	61.8	131.9	127.9
Scheduled Extended Time	5,485	26.3	34.2	62.7	131.8	127.9
Testing in a Separate Room	5,558	26.6	33.4	62.5	131.7	127.8
English/Native Language Dictionary/Electronic Translator	62	0.3	40.3	67.7	131.6	127.9
Approved AR-99**	1	0.0	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data are rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

Data received from LEAs after October 31, 2000 are not included in this table

***The Interpreter Signs Test and Test Administrator Reads Test Aloud accommodations are prohibited from use during the administration of state tests that measure reading skills.

Table 6. 1999-00 Grade 3 Pretest Multiple-Choice Results
Excluded Students

Category	Total Excluded	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exclusions
Behaviorally-Emotionally Handicapped	92	0	0	0	89	0	0	3
Hearing Impaired	22	0	0	0	22	0	0	0
Educable Mentally Handicapped	1,004	0	1	0	1,000	0	0	3
Specific Learning Disabled	279	0	1	0	273	1	1	3
Speech-Language Impaired	29	1	0	0	26	1	0	1
Visually Impaired	6	0	0	0	6	0	0	0
Other Health Impaired	107	0	0	0	106	0	0	1
Orthopedically Impaired	20	0	0	0	20	0	0	0
Traumatic Health Impaired	9	0	0	0	9	0	0	0
Other Exceptional Classifications	349	3	0	0	338	5	0	3
Section 504	38	0	0	0	10	28	0	0
Limited English Proficient	618	374	220	0	23	1	0	0
Total	**2,573**	**378**	**222**	**0**	**1,922**	**36**	**1**	**14**

Notes: *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of initial enrollment in the LEA, depending in their level of English proficiency.

Data received from LEAs after October 15, 1999 are not included in this table.

Table 7. 1999-00 Grade 3 Pretest Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	138.7	102,143	28	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			70	52.8
OBJ 2.1: Identify, collect or select information and ideas.			31	57.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			33	50.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			6	43.0
GOAL 3: Use language for critical analysis and evaluation.			14	35.5
MATHEMATICS (Average of Averages)	131.6	102,309	40	
Math Computation			15	86.6
Math Applications			103	55.3
GOAL 1: Identify and use numbers to 100 and beyond.			23	70.6
GOAL 2: Understanding and use of geometry.			9	71.6
GOAL 3: Understanding of classification, pattern, and seriation.			17	50.9
GOAL 4: Understand and use standard units of metric and customary measure.			18	58.8
GOAL 5: Use mathematical reasoning and solve problems.			18	39.3
GOAL 6: Understand data collection, display, and interpretation.			11	42.4
GOAL 7: Compute with whole numbers.			22	74.0

NUMBER OF STUDENTS TAKING FORM	A	B	C
	34,086	34,156	34,067

Notes: * "Number of Observations" includes students who attempted at least one item on the test.

** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after November 15, 2000 are not included in this table.

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Table 8. 1999-00 Grade 3 Pretest Distribution of Scale Scores-Reading

NUMBER OF STUDENTS WITH VALID SCORES*	102,143
MEAN	138.7
STANDARD DEVIATION	8.6
VARIANCE	74.2

HIGH SCORE	162
LOW SCORE	119

1997 STATE PERCENTILES	SCALE SCORE
90	150.79
75	145.59
50 (MEDIAN)	138.49
25	130.91
10	127.69

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
162	16	102143	0.02	100.00	99
160	72	102127	0.07	99.98	99
158	488	102055	0.48	99.91	99
157	495	101567	0.48	99.44	99
156	1191	101072	1.17	98.95	99
155	1594	99881	1.56	97.79	98
154	370	98287	0.36	96.22	97
153	2406	97917	2.36	95.86	96
152	2220	95511	2.17	93.51	94
151	1920	93291	1.88	91.33	92
150	1653	91371	1.62	89.45	90
149	3963	89718	3.88	87.84	88
148	2611	85755	2.56	83.96	85
147	1961	83144	1.92	81.40	83
146	5004	81183	4.90	79.48	79
145	3179	76179	3.11	74.58	76
144	2104	73000	2.06	71.47	73
143	5581	70896	5.46	69.41	70
142	3959	65315	3.88	63.94	65
141	4229	61356	4.14	60.07	62
140	1790	57127	1.75	55.93	59
139	4217	55337	4.13	54.18	56
138	4450	51120	4.36	50.05	52
137	1719	46670	1.68	45.69	49
136	4314	44951	4.22	44.01	46
135	4006	40637	3.92	39.78	42
134	1962	36631	1.92	35.86	40
133	3808	34669	3.73	33.94	37
132	1947	30861	1.91	30.21	34
131	5705	28914	5.59	28.31	30
130	3800	23209	3.72	22.72	25
129	5386	19409	5.27	19.00	20
128	4693	14023	4.59	13.73	14
127	5187	9330	5.08	9.13	8
126	2288	4143	2.24	4.06	4
125	332	1855	0.33	1.82	2
124	734	1523	0.72	1.49	1
123	417	789	0.41	0.77	1
122	198	372	0.19	0.36	1
121	79	174	0.08	0.17	1
120	37	95	0.04	0.09	1
LESS THAN 120	58	58	0.06	0.06	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 9, 2000 are not included in this table

Table 9. 1999-00 Grade 3 Pretest Distribution of Scale Scores-Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	102,309
MEAN	131.6
STANDARD DEVIATION	7.8
VARIANCE	61.4

HIGH SCORE	154
LOW SCORE	106

1997 STATE PERCENTILES	SCALE SCORE
90	141.99
75	136.90
50 (MEDIAN)	131.59
25	126.15
10	121.50

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
154	11	102309	0.01	100.00	99
153	84	102298	0.08	99.99	99
151	406	102214	0.40	99.91	99
149	880	101808	0.86	99.51	99
147	1480	100928	1.45	98.65	99
146	584	99448	0.57	97.20	98
145	1604	98864	1.57	96.63	97
144	2638	97260	2.58	95.06	96
143	857	94622	0.84	92.49	94
142	3304	93765	3.23	91.65	92
141	2468	90461	2.41	88.42	91
140	3629	87993	3.55	86.01	88
139	2568	84364	2.51	82.46	86
138	2593	81796	2.53	79.95	83
137	4118	79203	4.03	77.42	80
136	4419	75085	4.32	73.39	76
135	4439	70666	4.34	69.07	72
134	4631	66227	4.53	64.73	68
133	4664	61596	4.56	60.21	64
132	6361	56932	6.22	55.65	60
131	4994	50571	4.88	49.43	55
130	3167	45577	3.10	44.55	50
129	6507	42410	6.36	41.45	46
128	4776	35903	4.67	35.09	41
127	4489	31127	4.39	30.42	36
126	3041	26638	2.97	26.04	32
125	4089	23597	4.00	23.06	28
124	3941	19508	3.85	19.07	25
123	3315	15567	3.24	15.22	21
122	2021	12252	1.98	11.98	17
121	1712	10231	1.67	10.00	14
120	2283	8519	2.23	8.33	12
119	1310	6236	1.28	6.10	9
118	1508	4926	1.47	4.81	7
117	388	3418	0.38	3.34	6
116	1056	3030	1.03	2.96	4
115	726	1974	0.71	1.93	3
114	325	1248	0.32	1.22	2
113	327	923	0.32	0.90	2
112	105	596	0.10	0.58	1
111	140	491	0.14	0.48	1
110	143	351	0.14	0.34	1
109	77	208	0.08	0.20	1
108	44	131	0.04	0.13	1
LESS THAN 108	87	87	0.09	0.09	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after August 9, 2000 are not included in this table

Description

for the

North Carolina Pretest - Grade 3

North Carolina Pretest - Grade 3

What is the purpose of the NC Pretest - Grade 3?

The purpose of the North Carolina Pretest—Grade 3 is to provide an accurate, global estimate of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* at the beginning of the school year. The pretest, which is developed by the North Carolina Department of Public Instruction (NCDPI), is used in the determination of growth in student performance during the school year for the school-by-school ABCs Accountability Program. The pretest does not provide diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

What is measured by the test?

The grade 3 pretest was developed to assess grade 3 reading comprehension and mathematics. Three forms of the pretest are administered in each classroom. The grade 3 pretest measures the knowledge and skills specified for grade 2 which are necessary for students to be successful in grade 3. As with all tests developed by the NCDPI, to demonstrate success on the pretest students are expected to have knowledge of important ideas and concepts; to understand and interpret material; to apply knowledge, skills, and concepts; and to make connections. While knowledge of facts and concepts is important, the questions on this pretest are at a much broader level and concern major ideas students are expected to know.

Table 1. Descriptive Information for the North Carolina Pretest – Grade 3

Goal	Goal Description	Objective(s) on Test	Percentage of Test Items
1	The learner will identify and use numbers to 100 and beyond.	1 1.3-1.7, 1.9-1.12	19.0%
2	The learner will demonstrate an understanding and use of geometry.	2.1-2.3, 2.5	7.5%
3	The learner will demonstrate an understanding of classification, pattern, and seriation.	3.1-3.7	15.0%
4	The learner will understand and use standard units of metric and customary measurement.	4.1, 4.6-4.15	15.0%
5	The learner will use mathematical reasoning and apply problem solving strategies.	5.1, 5.2, 5.4-5.7	15.0%
6	The learner will demonstrate an understanding of data collection, display, and interpretation.	6.1-6.5	10.0%
7	The learner will be able to compute with whole numbers.	Comp: 7.4, 7.5, 7.11 A: 7.2-7.3, 7.7, 7.9-7.10	12.5% 6.0%

How is the test administered?

Beginning with the implementation of the ABCs Accountability Program in 1996-97, the grade 3 pretest in reading comprehension and mathematics is administered to all students at the beginning of the third grade. This provides pre-scores for third graders in the ABCs accountability program since there is no test from grade 2 to provide the pre-data for the growth analysis. For the purpose of state accountability, the pretests in reading comprehension and mathematics for grades 4-8 are the posttests for the previous grade.

What is the NC Pretest - Grade 3 like?

The grade 3 pretest assesses the goals and objectives described in the North Carolina *Standard Course of Study* for grade 2.

• *Testing Window*	As soon as initial class membership is confirmed but no later than the first three weeks of school.
• *Administration Time*	A total of approximately 148 minutes for 68 items, which are given over three days. Time includes 56 minutes for directions and breaks.
• *Type of Booklet*	Each student receives a multiple- choice test book and a separate scannable answer sheet with Bubbles.
• *Ancillary Materials*	Rulers and four-function calculators. The practice test provides each student with an opportunity to practice bubbling responses on an answer sheet.

Reading Comprehension

The reading comprehension part of the pretest mirrors on a smaller scale the grade 3 end-of-grade reading test. Students read a variety of passages and then respond to 3-7 associated items. During reading comprehension, students read 5 passages representing literary (narrative, fiction, drama, and poetry), content-based (science, social studies, art, and health), and human-interest (perform a task, short informational piece) material. Each student answers 28 multiple-choice items assessing goal 2 (the use of language for the acquisition, interpretation, and application of information) and goal 3 (the use of language for critical analysis and evaluation) of the English Language Arts curriculum.

The questions associated with each reading passage are the important ideas and concepts necessary for a complete understanding of the content of the passage. There has been no attempt to specify the exact number of questions developed by goal and/or objective for each passage. Vocabulary is assessed in the context of the passage presented. The passages and the items are from the grade 3 end-of-grade reading item pool and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade.

Mathematics

The mathematics part of the pretest assesses the grade 2 mathematics curriculum. Each student answers 40 multiple-choice mathematics items—5 symbolic computation items and 35 application items. Students are expected to use rulers and calculators during the applications portion of the pretest. The specific goals and objectives assessed were determined by curriculum specialists. The items on each form of the test are distributed as depicted in the table above.

Approximately half of the items are from the grade 3 end-of-grade mathematics item pool (ones where content is similar at both grades 2 and 3) and the associated item statistics are from field tests conducted with groups of grade 3 students at the beginning of third grade. The remaining items in the grade 3 mathematics pretest item pool were developed to more adequately assess the grade 2 *Standard Course of Study* and the associated item statistics are from field tests conducted with groups of grade 2 students at the end of second grade.

What kinds of scores do students receive on the test?

Performance on the grade 3 pretest of reading comprehension and mathematics is reported using developmental scales established for reading and mathematics (grades 3 through 8 and 10). These scales were developed in conjunction with the L. L. Thurstone Psychometric Laboratory at the University of North Carolina at Chapel Hill.

Class rosters, frequency reports, and goal summary reports are available to provide curricular information. The grade 3 pretest is scanned and scored locally using the SCANXX program provided by the NCDPI; therefore, results are available soon after testing. In addition, the NCDPI provides LEAs with the capacity (i.e., parent/teacher report) to provide individual student grade 3 pretest performance (i.e., scale score, achievement level, and percentile) to parents and teachers beginning with the 1997-98 school year.

End-of-Grade Results

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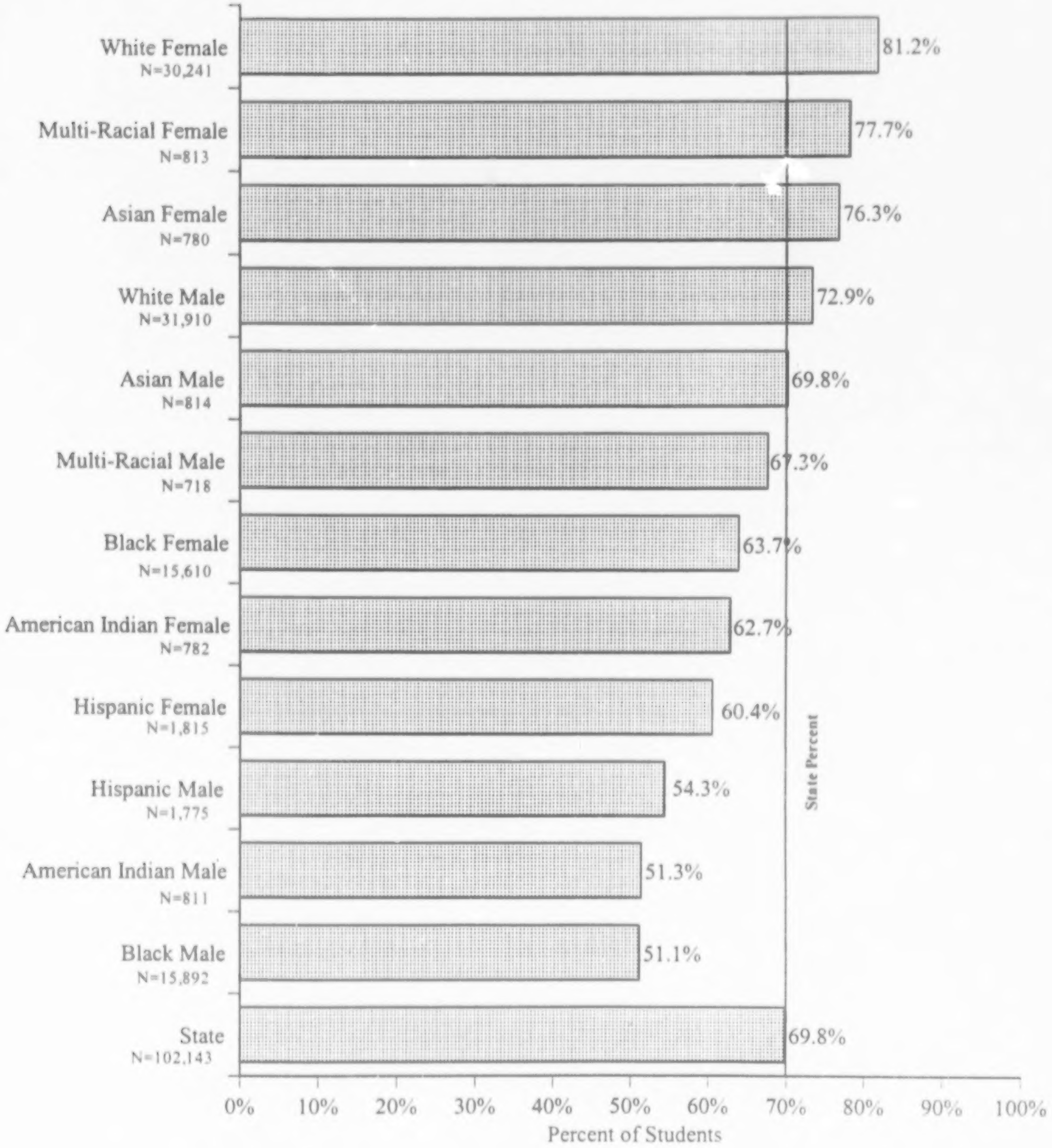
Table 1. 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Standard Deviation	Mean Scale Score	Standard Deviation
Grade 3	101,064	74.4%	101,572	71.8%
	146.5	9.5	143.5	11.1
Grade 4	99,451	72.1%	99,990	84.4%
	149.8	9.5	152.9	10.1
Grade 5	98,099	79.1%	98,558	82.9%
	155.3	8.7	159.5	10.1
Grade 6	96,489	69.5%	96,708	81.0%
	156.3	9.8	165.1	11.2
Grade 7	94,031	76.4%	94,031	80.7%
	160.2	8.5	171.0	11.5
Grade 8	90,984	82.5%	90,984	80.6%
	162.7	8.1	175.3	11.9

Note: Data received from LEAs after September 14, 2000 are not included in this table.

Figure 4. 1999-00 Grade 3 Pretest Multiple-Choice Results Percent of Students at or Above Level III in Reading by Gender and Ethnicity



Note: Data received from LEAs after October, 2000 are not included in this figure

Table 2. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Reading

	1992-93 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV	1999-00 Number Tested Mean Scale Score Percent Students at Achievement Levels III, IV
Grade 3	85,381 142.7 61.2%	88,301 142.8 60.4%	88,741 143.4 63.4%	90,594 143.8 64.8%	95,356 144.1 65.8%	98,389 145.7 71.6%	100,525 146.4 73.6%	101,064 146.5 74.4%
Grade 4	84,811 147.1 62.4%	85,311 147.9 65.8%	88,163 147.6 64.1%	89,115 148.7 69.4%	91,868 148.4 67.7%	94,109 149.3 70.9%	97,911 149.5 71.4%	99,451 149.8 72.1%
Grade 5	85,337 151.5 64.1%	85,330 151.7 65.5%	86,150 152.4 68.2%	89,237 152.1 66.5%	90,773 153.0 70.8%	91,566 154.3 75.2%	94,807 154.3 75.8%	98,099 155.3 79.1%
Grade 6	84,278 154.0 62.6%	85,813 154.4 65.1%	86,370 154.5 65.9%	87,310 155.3 67.8%	91,667 155.6 67.1%	91,669 155.8 70.0%	93,589 156.7 72.3%	96,489 156.3 69.5%
Grade 7	83,868 157.0 63.5%	84,852 157.3 64.2%	86,478 158.0 68.5%	87,457 157.9 66.9%	89,515 158.2 67.8%	91,267 159.0 71.1%	92,021 159.9 76.6%	94,031 160.2 76.4%
Grade 8	80,833 158.7 66.5%	82,985 159.7 71.0%	83,802 160.1 72.8%	85,997 160.0 72.7%	87,317 160.9 75.0%	87,903 161.9 79.5%	90,330 162.3 79.9%	90,984 162.7 82.5%

Note: Data received from LEAs after September 14, 2000 are not included in this table

Table 3. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

	1992-93 Number Tested Mean Scale Students at Achievement Levels III, IV	1993-94 Number Tested Mean Scale Students at Achievement Levels III, IV	1994-95 Number Tested Mean Scale Students at Achievement Levels III, IV	1995-96 Number Tested Mean Scale Students at Achievement Levels III, IV	1996-97 Number Tested Mean Scale Students at Achievement Levels III, IV	1997-98 Number Tested Mean Scale Students at Achievement Levels III, IV	1998-99 Number Tested Mean Scale Students at Achievement Levels III, IV	1999-00 Number Tested Mean Scale Percent Students at Achievement Levels III, IV
Grade 3	85,026	88,414	88,845	90,710	95,608	98,844	101,021	101,572
	139.9	140.0	141.2	141.9	142.8	142.3	142.9	143.5
	60.6%	61.6%	65.1%	67.4%	70.2%	68.2%	70.0%	71.8%
Grade 4	84,453	85,363	88,230	89,172	92,064	94,499	98,391	99,990
	146.1	147.2	147.9	148.5	149.5	151.5	152.2	152.9
	64.1%	67.0%	68.5%	71.5%	74.6%	79.3%	82.7%	84.4%
Grade 5	84,999	85,384	86,159	89,261	90,930	91,927	95,258	98,558
	152.3	153.5	154.4	155.2	156.4	157.4	159.2	159.5
	59.7%	63.9%	66.5%	70.0%	73.1%	78.0%	82.4%	82.9%
Grade 6	83,683	85,850	86,395	87,320	91,720	91,802	93,824	96,708
	158.3	159.4	160.2	161.4	162.0	163.6	164.8	165.1
	61.3%	66.2%	67.6%	72.6%	72.7%	78.3%	81.1%	81.0%
Grade 7	83,143	84,768	86,439	87,490	89,526	91,368	92,151	94,031
	164.1	164.8	166.0	166.4	167.5	169.2	170.8	171.0
	60.0%	63.3%	67.1%	68.5%	70.8%	76.9%	82.4%	80.7%
Grade 8	80,032	82,793	83,576	86,006	87,390	87,978	90,396	90,984
	168.3	169.0	170.3	170.6	171.1	173.7	174.1	175.3
	61.9%	61.9%	67.6%	67.7%	68.9%	76.3%	77.6%	80.6%

80

Note: Data received from LEAs after September 14, 2000 are not included in this table.

Table 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results

Statewide Summary of Student Performance

Reading

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,381	61.2%	88,301	60.4%	88,741	63.4%	90,594	64.8%
	142.7	13.6%	142.8	13.9%	143.4	12.9%	143.8	11.3%
Std. Dev.	9.9		10.0		10.1		9.7	
Grade 4	84,811	62.4%	85,311	65.8%	88,163	64.1%	89,115	69.4%
	147.1	12.1%	147.9	10.1%	147.6	10.8%	148.7	9.0%
Std. Dev.	9.6		9.3		9.6		9.3	
Grade 5	85,337	64.1%	85,330	65.5%	86,150	68.2%	89,237	66.5%
	151.5	9.5%	151.7	9.8%	152.4	8.0%	152.1	8.9%
Std. Dev.	9.0		8.9		8.8		8.9	
Grade 6	84,278	62.6%	85,813	65.1%	86,370	65.9%	87,310	67.8%
	154.0	9.3%	154.4	9.2%	154.5	7.5%	155.3	8.8%
Std. Dev.	9.1		9.1		8.7		9.3	
Grade 7	83,868	63.5%	84,852	64.2%	86,478	68.5%	87,457	66.9%
	157.0	9.3%	157.3	9.6%	158.0	8.0%	157.9	8.5%
Std. Dev.	8.6		8.7		8.6		8.6	
Grade 8	80,833	66.5%	82,985	71.0%	83,802	72.8%	85,997	72.7%
	158.7	7.9%	159.7	6.0%	160.1	5.7%	160.0	5.5%
Std. Dev.	8.9		8.6		8.6		8.5	

Note: Data received from LEAs after September 14, 2000 are not included in this table

Table 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Reading

	1996-97		1997-98		1998-99		1999-00	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,356	65.8%	98,389	71.6%	100,525	73.6%	101,064	74.4%
	144.1	11.0%	145.7	8.6%	146.4	6.9%	146.5	6.2%
Std. Dev.	9.8		9.7		9.7		9.5	
Grade 4	91,868	67.7%	94,109	70.9%	97,911	71.4%	99,451	72.1%
	148.4	9.9%	149.3	7.9%	149.5	7.4%	149.8	7.0%
Std. Dev.	9.6		9.6		9.4		9.5	
Grade 5	90,773	70.8%	91,566	75.2%	94,801	75.8%	98,099	79.1%
	153.0	7.6%	154.3	6.1%	154.3	5.0%	155.3	4.4%
Std. Dev.	8.9		9.0		8.5		8.7	
Grade 6	91,667	67.1%	91,669	70.0%	93,589	72.3%	96,489	69.5%
	155.6	8.7%	155.8	7.3%	156.7	5.9%	156.3	6.9%
Std. Dev.	9.9		9.3		9.3		9.8	
Grade 7	89,515	67.8%	91,267	71.1%	92,021	76.6%	94,031	76.4%
	158.2	8.4%	159.0	7.4%	159.9	5.2%	160.2	5.3%
Std. Dev.	9.0		8.8		8.2		8.5	
Grade 8	87,317	75.0%	87,903	79.5%	90,330	79.9%	90,984	82.5%
	160.9	5.0%	161.9	3.4%	162.3	3.2%	162.7	2.9%
Std. Dev.	8.7		8.3		8.4		8.1	

Note: Data received from LEAs after September 14, 2000 are not included in this table.

Table 5. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance
Mathematics

	1992-93		1993-94		1994-95		1995-96	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	85,026	60.6%	88,414	61.6%	88,845	65.1%	90,710	67.4%
	139.9	10.7%	140.0	10.9%	141.2	9.3%	141.9	7.9%
Std. Dev.	11.3		11.5		11.5		11.4	
Grade 4	84,453	64.1%	85,363	67.0%	88,230	68.5%	89,172	71.5%
	146.1	10.0%	147.2	8.8%	147.9	8.6%	148.5	7.2%
Std. Dev.	10.5		10.7		11.1		10.7	
Grade 5	84,999	59.7%	85,384	63.9%	86,159	66.5%	89,261	70.0%
	152.3	12.1%	153.5	10.6%	154.4	9.4%	155.2	8.5%
Std. Dev.	9.7		10.0		10.3		10.2	
Grade 6	83,683	61.3%	85,850	66.2%	86,395	67.6%	87,320	72.6%
	158.3	10.5%	159.4	9.6%	160.2	8.2%	161.4	7.0%
Std. Dev.	10.1		10.2		10.4		10.6	
Grade 7	83,143	60.0%	84,768	63.3%	86,439	67.1%	87,490	68.5%
	164.1	10.5%	164.8	11.5%	166.0	8.4%	166.4	9.0%
Std. Dev.	10.0		10.4		10.4		10.7	
Grade 8	80,032	61.9%	82,793	61.9%	83,576	67.6%	86,006	67.7%
	168.3	10.4%	169.0	10.1%	170.3	8.2%	170.6	8.8%
Std. Dev.	10.6		11.0		11.1		11.3	

Note Data received from LEAs after September 14, 2000 are not included in this table

Table 5. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Statewide Summary of Student Performance (continued)
Mathematics

	1996-97		1997-98		1998-99		1999-00	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
Grade 3	95,608	70.2%	98,844	68.2%	100,911	70.0%	101,572	71.8%
	142.8	6.8%	142.3	7.0%	142.9	6.3%	143.5	5.6%
Std. Dev.	11.3		11.2		11.1		11.1	
Grade 4	92,064	74.6%	94,499	79.3%	98,393	82.7%	99,990	84.4%
	149.5	6.4%	151.5	4.0%	152.2	2.9%	152.9	2.1%
Std. Dev.	10.8		10.8		10.3		10.1	
Grade 5	90,930	73.1%	91,927	78.0%	95,258	82.4%	98,558	82.9%
	156.4	7.1%	157.4	5.8%	159.2	3.8%	159.5	3.8%
Std. Dev.	10.4		10.1		10.0		10.1	
Grade 6	91,720	72.7%	91,802	78.3%	93,841	81.1%	96,708	81.0%
	162.0	6.6%	163.6	5.0%	164.8	4.3%	165.1	4.1%
Std. Dev.	11.1		10.8		10.9		11.2	
Grade 7	89,526	70.8%	91,368	76.9%	92,151	82.5%	94,031	80.7%
	167.5	8.6%	169.2	5.4%	170.8	3.9%	171.0	4.5%
Std. Dev.	11.4		11.0		10.6		11.5	
Grade 8	87,390	68.9%	87,978	76.3%	90,396	77.6%	90,984	80.6%
	171.1	9.0%	173.7	5.4%	174.1	5.4%	175.3	4.8%
Std. Dev.	11.8		11.6		12.0		11.9	

Note: Data received from LEAs after September14, 2000 are not included in this table.

Table 6. End-of-Grade Multiple-Choice Tests
Achievement Level Ranges by Subject and Grade

Reading Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	114-130	131-140	141-150	151-172
4	118-134	135-144	145-155	156-179
5	124-138	139-148	149-158	159-182
6	124-140	141-151	152-161	162-183
7	126-144	145-154	155-163	164-183
8	132-144	145-155	156-165	166-187

Mathematics Developmental Scale Scores (set in 1993)

Grade	Level I	Level II	Level III	Level IV
3	98-124	125-137	138-149	150-173
4	111-131	132-142	143-155	156-182
5	117-140	141-149	150-160	161-188
6	130-145	146-154	155-167	168-196
7	134-151	152-160	161-172	173-203
8	137-154	155-164	165-177	178-208

Table 7. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Reading

Achievement Levels

Level I

Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.

Level II

Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.

Level III

Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.

Level IV

Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I	**1993**	13.6	12.1	9.5	9.3	9.3	7.9
	1994	13.9	10.1	9.8	9.2	9.6	6.0
	1995	12.9	10.8	8.0	7.5	8.0	5.7
	1996	11.3	9.0	8.9	8.8	8.5	5.5
	1997	11.0	9.9	7.6	8.7	8.4	5.0
	1998	8.6	7.9	6.1	7.3	7.4	3.4
	1999	6.9	7.4	4.9	5.9	5.2	3.2
	2000	6.2	7.0	4.4	6.9	5.3	2.9
Level II	**1993**	25.2	25.6	26.4	28.1	27.1	25.6
	1994	25.7	24.1	24.8	25.7	26.2	23.0
	1995	23.7	25.1	23.8	26.6	23.5	21.5
	1996	23.9	21.6	24.6	23.5	24.7	21.8
	1997	23.2	22.4	21.6	24.2	23.8	20.0
	1998	19.8	21.2	18.8	22.7	21.4	17.2
	1999	19.5	21.2	19.3	21.8	18.2	16.9
	2000	19.4	21.0	16.6	23.6	18.2	14.6
Level III	**1993**	38.5	41.2	39.7	39.8	39.4	42.5
	1994	36.1	44.0	41.8	41.3	38.9	44.2
	1995	37.2	41.6	41.3	43.3	40.6	43.7
	1996	37.9	44.8	41.3	40.4	39.4	45.8
	1997	37.6	42.9	41.4	37.3	36.4	43.6
	1998	36.3	41.5	40.4	39.3	39.0	43.7
	1999	36.7	43.8	43.1	39.6	41.2	43.1
	2000	38.0	42.3	41.0	36.6	39.4	43.8
Level IV	**1993**	22.7	21.2	24.4	22.8	24.1	24.0
	1994	24.3	21.8	23.7	23.8	25.3	26.8
	1995	26.2	22.6	26.9	22.6	27.8	29.1
	1996	26.9	24.6	25.3	27.4	27.4	26.8
	1997	28.3	24.8	29.4	29.7	31.4	31.4
	1998	35.3	29.4	34.8	30.7	32.2	35.8
	1999	36.9	27.6	32.7	32.7	35.4	36.8
	2000	36.4	29.7	38.1	32.9	37.1	38.6

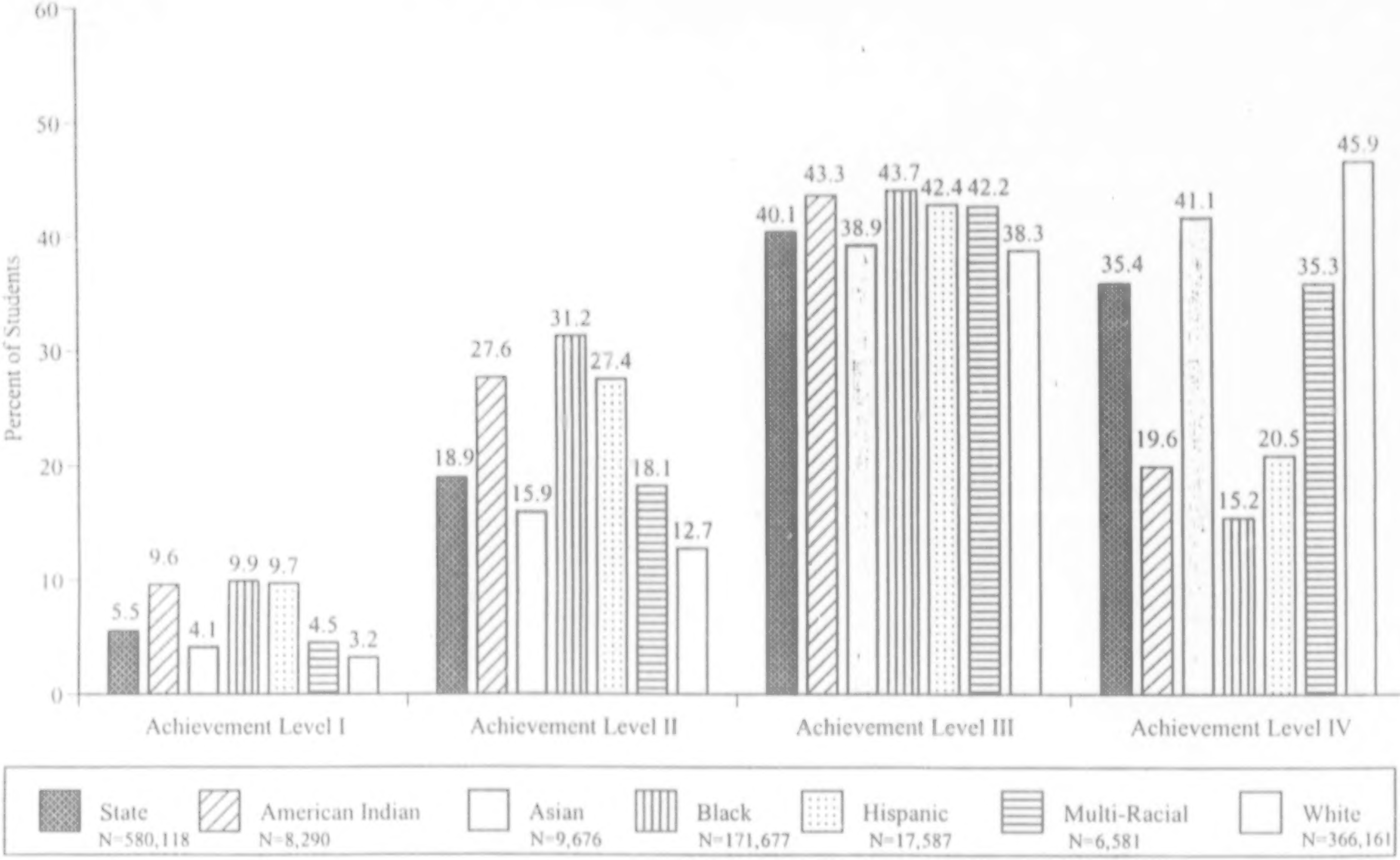
Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 8. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Grade
Mathematics

Achievement Levels		*Grade 3*	*Grade 4*	*Grade 5*	*Grade 6*	*Grade 7*	*Grade 8*
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	**1993**	10.7	10.0	12.1	10.5	10.5	10.4
	1994	10.9	8.8	10.6	9.6	11.5	10.1
	1995	9.3	8.6	9.4	8.2	8.4	8.2
	1996	7.9	7.2	8.5	7.0	9.0	8.8
	1997	6.8	6.4	7.1	6.6	8.6	9.0
	1998	7.0	4.0	5.8	5.0	5.4	5.4
	1999	6.3	2.9	3.8	4.3	4.0	5.4
	2000	5.6	2.1	3.8	4.1	4.5	4.8
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	**1993**	28.6	25.9	28.2	28.2	29.5	27.7
	1994	27.5	24.1	25.5	24.3	25.3	28.1
	1995	25.6	22.9	24.1	24.1	24.5	24.2
	1996	24.7	21.3	21.5	20.5	22.5	23.5
	1997	23.0	19.1	19.8	20.7	20.6	22.1
	1998	24.8	16.8	16.1	16.7	17.7	18.3
	1999	23.7	14.4	13.7	14.6	13.6	17.0
	2000	22.6	13.4	13.3	14.9	14.8	14.6
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	**1993**	39.5	44.0	38.3	41.7	38.0	41.1
	1994	39.7	43.2	37.7	43.9	38.3	38.4
	1995	39.7	41.3	37.3	42.5	38.6	40.1
	1996	39.7	43.6	38.0	43.0	38.8	38.7
	1997	39.6	41.9	36.2	40.5	36.9	38.4
	1998	39.8	41.7	37.8	40.7	38.3	37.6
	1999	40.2	43.0	35.5	39.8	37.4	37.9
	2000	40.0	43.7	34.3	38.1	35.1	36.5
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	**1993**	21.2	20.1	21.4	19.5	22.0	20.8
	1994	21.9	23.8	26.2	22.3	25.0	23.5
	1995	25.4	27.2	29.2	25.1	28.5	27.5
	1996	27.7	28.0	32.0	29.6	29.7	29.1
	1997	30.7	32.7	36.8	32.2	34.0	30.5
	1998	28.4	37.6	40.2	37.7	38.6	38.7
	1999	29.8	39.6	46.9	41.3	45.0	39.7
	2000	31.8	40.8	48.6	42.9	45.6	44.1

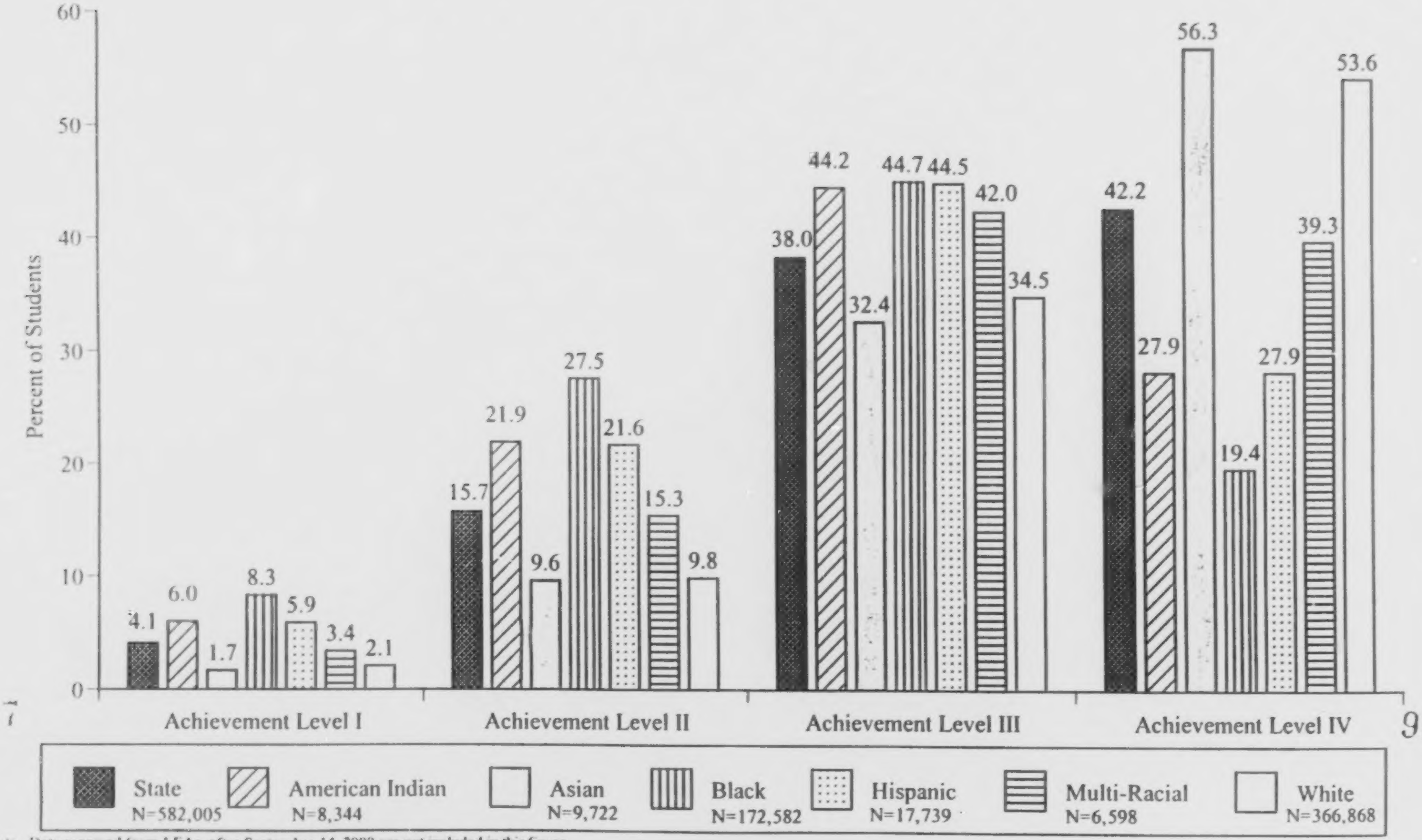
Notes: Percents are rounded to the nearest tenth.
Due to rounding, data for some grades in certain years may not add to 100%.
Data received from LEAs after September 14, 2000 are not included in this table.

Figure 1. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grades 3-8 Combined, by Ethnicity



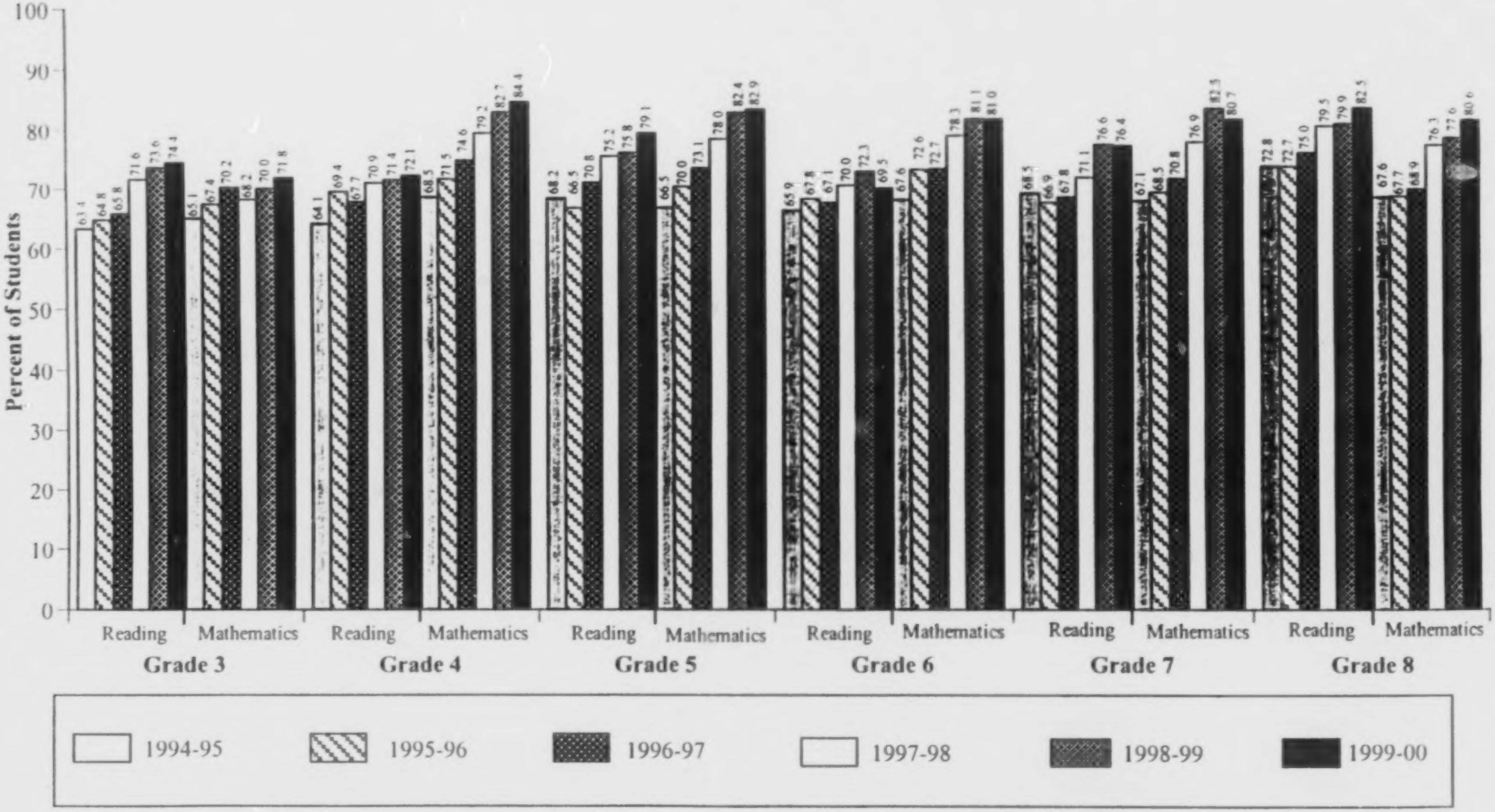
Note Data received from LEAs after September 14, 2000 are not included in this figure.
The State Total is the total number of students with ethnicity coded on student answer sheets.

Figure 2. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grades 3-8 Combined, by Ethnicity



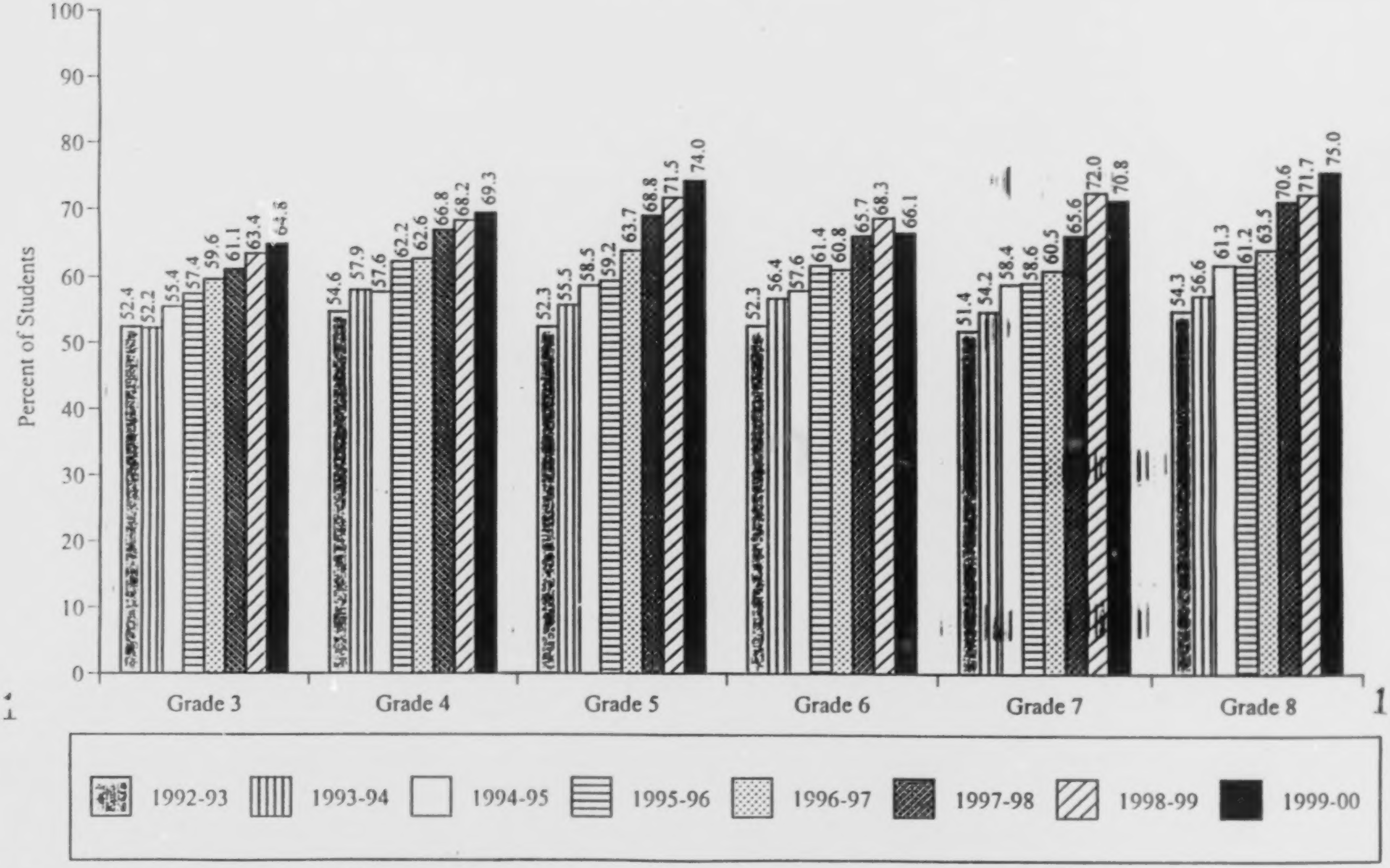
Note: Data received from LEAs after September 14, 2000 are not included in this figure.
The State Total is the total number of students with ethnicity coded on student answer sheets.

Figure 3. 1994-95 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Reading and Mathematics
Grades 3-8



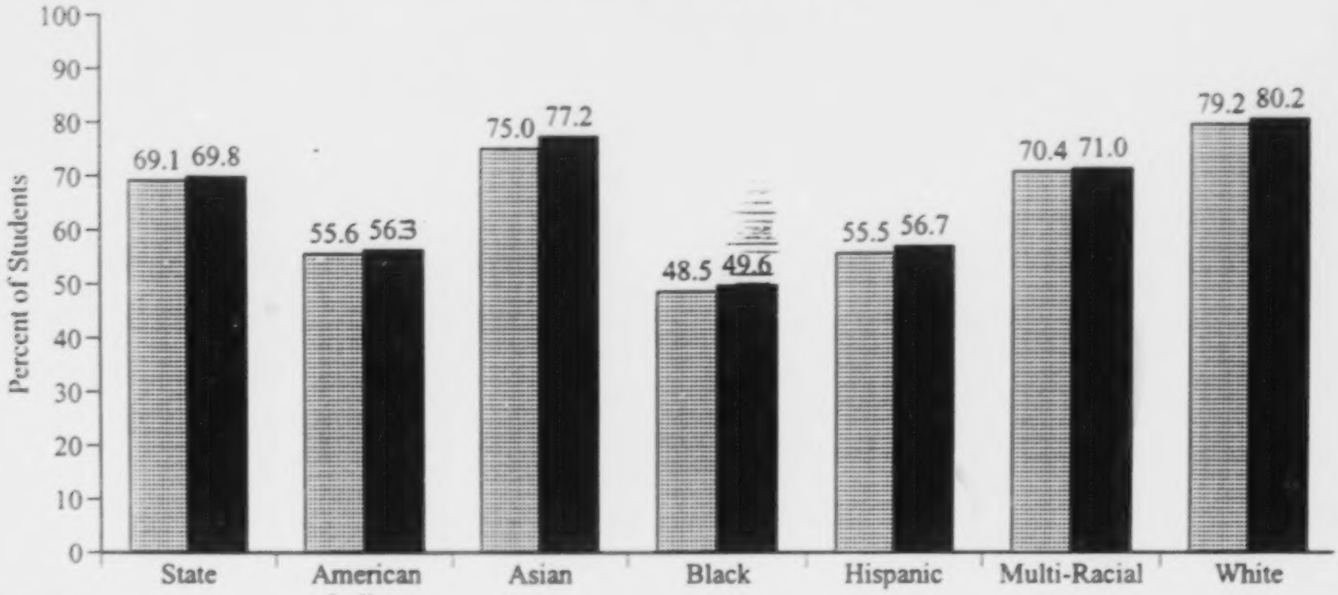
Note: Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 4. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grades 3-8



Note: Data received from LEAs after September 14, 2000 are not included in this figure.

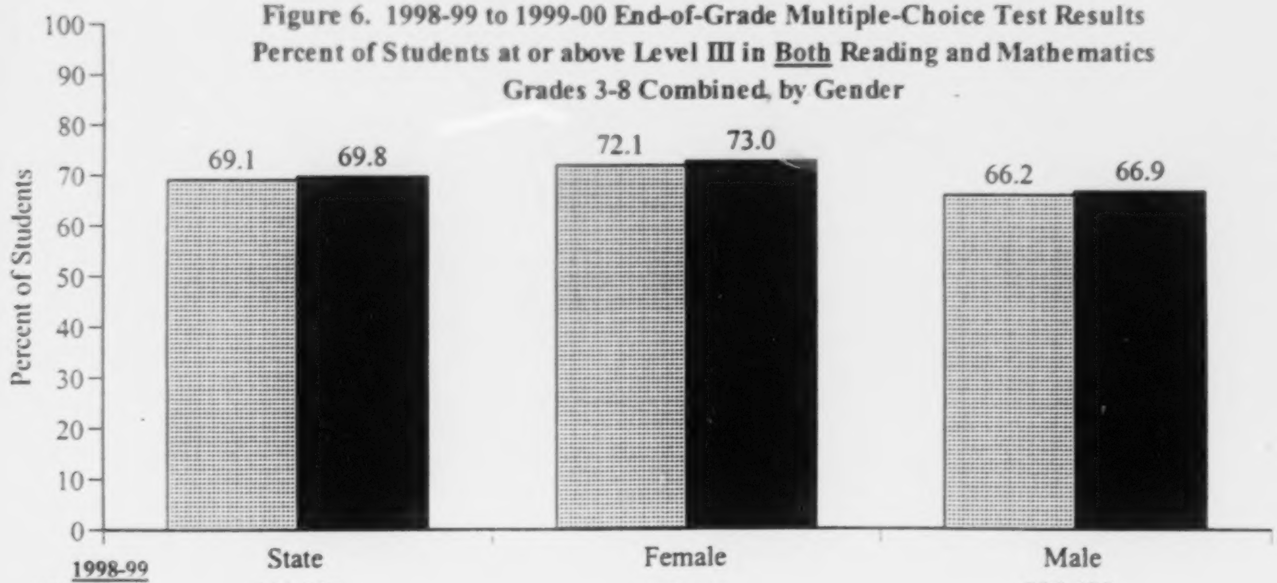
Figure 5. 1998-99 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	566,993	8,096	9,056	166,370	14,736	4,952	363,591
N Level III, IV	391,666	4,504	6,791	80,712	8,182	3,488	287,883
1999-00							
N Tested	577,793	8,268	9,633	170,774	17,520	6,549	364,905
N Level III, IV	404,016	4,656	7,435	84,693	9,929	4,650	292,587

▨ 1998-99 ■ 1999-00

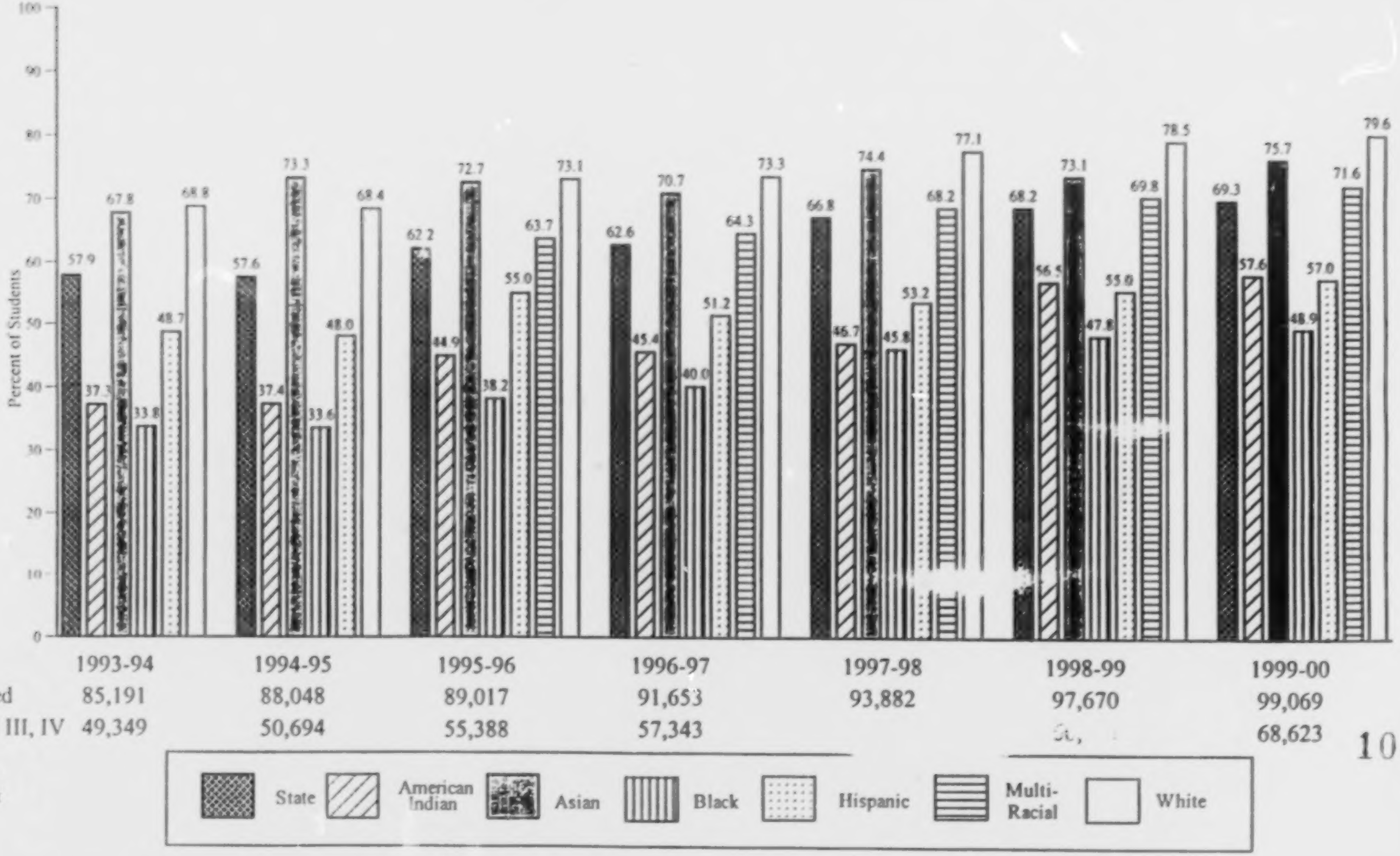
Figure 6. 1998-99 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or above Level III in Both Reading and Mathematics
Grades 3-8 Combined, by Gender



	State	Female	Male
1998-99			
N Tested	566,993	280,521	286,430
N Level III, IV	391,666	202,171	189,474
1999-00			
N Tested	577,793	286,136	291,637
N Level III, IV	404,016	208,967	195,037

Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after September 14, 2000 are not included in these figures.

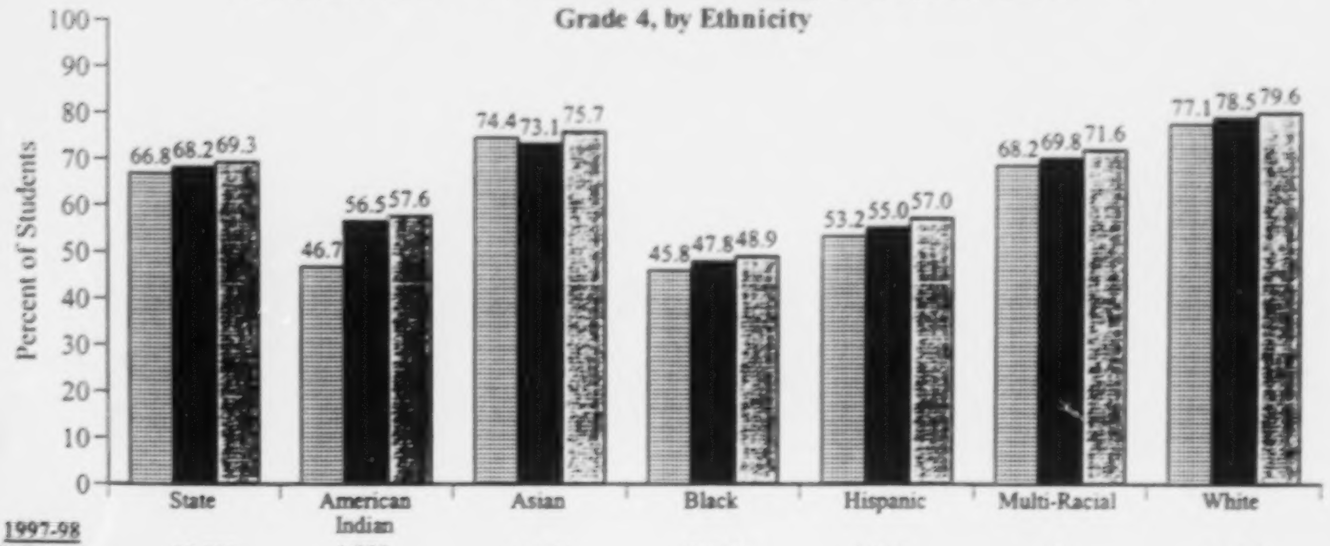
Figure 7. 1993-94 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4, by Ethnicity



	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
N Tested	85,191	88,048	89,017	91,653	93,882	97,670	99,069
N Level III, IV	49,349	50,694	55,388	57,343	[illegible]	[illegible]	68,623

Note: Multi-Racial results were not reported in 1993-94 or 1994-95.
Data received from LEAs after September 14, 2000 are not included in this figure.

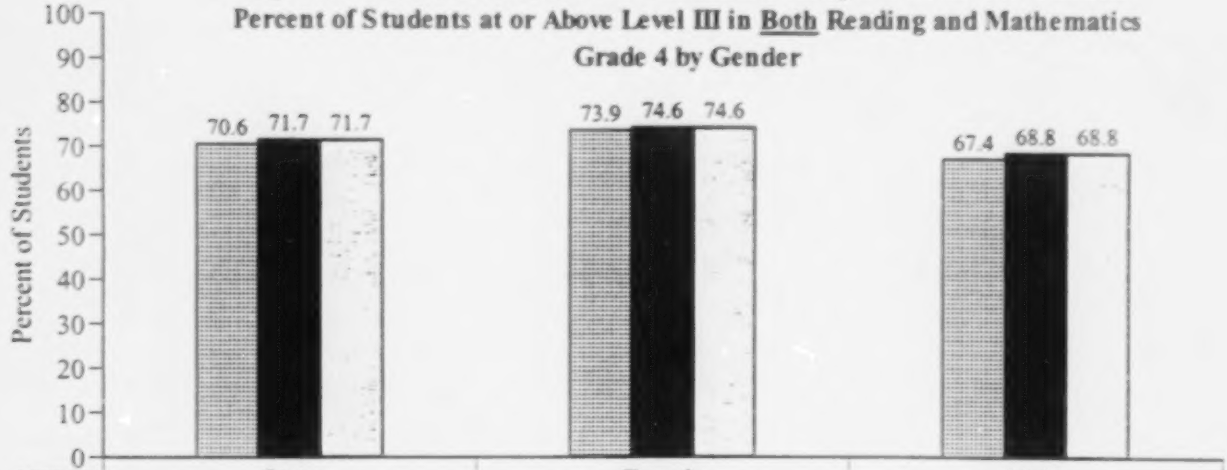
Figure 8. 1997-98 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	93,882	1,290	1,357	27,606	2,259	711	60,629
N Level III, IV	62,697	603	1,009	12,640	1,202	485	46,742
1998-99							
N Tested	97,670	1,346	1,529	29,154	2,647	971	62,000
N Level III, IV	66,603	760	1,118	13,938	1,456	678	48,642
1999-00							
N Tested	99,069	1,389	1,639	29,517	3,151	1,320	62,029
N Level III, IV	68,623	800	1,241	14,448	1,796	945	49,382

▨ 1997-98 ■ 1998-99 ▨ 1999-00

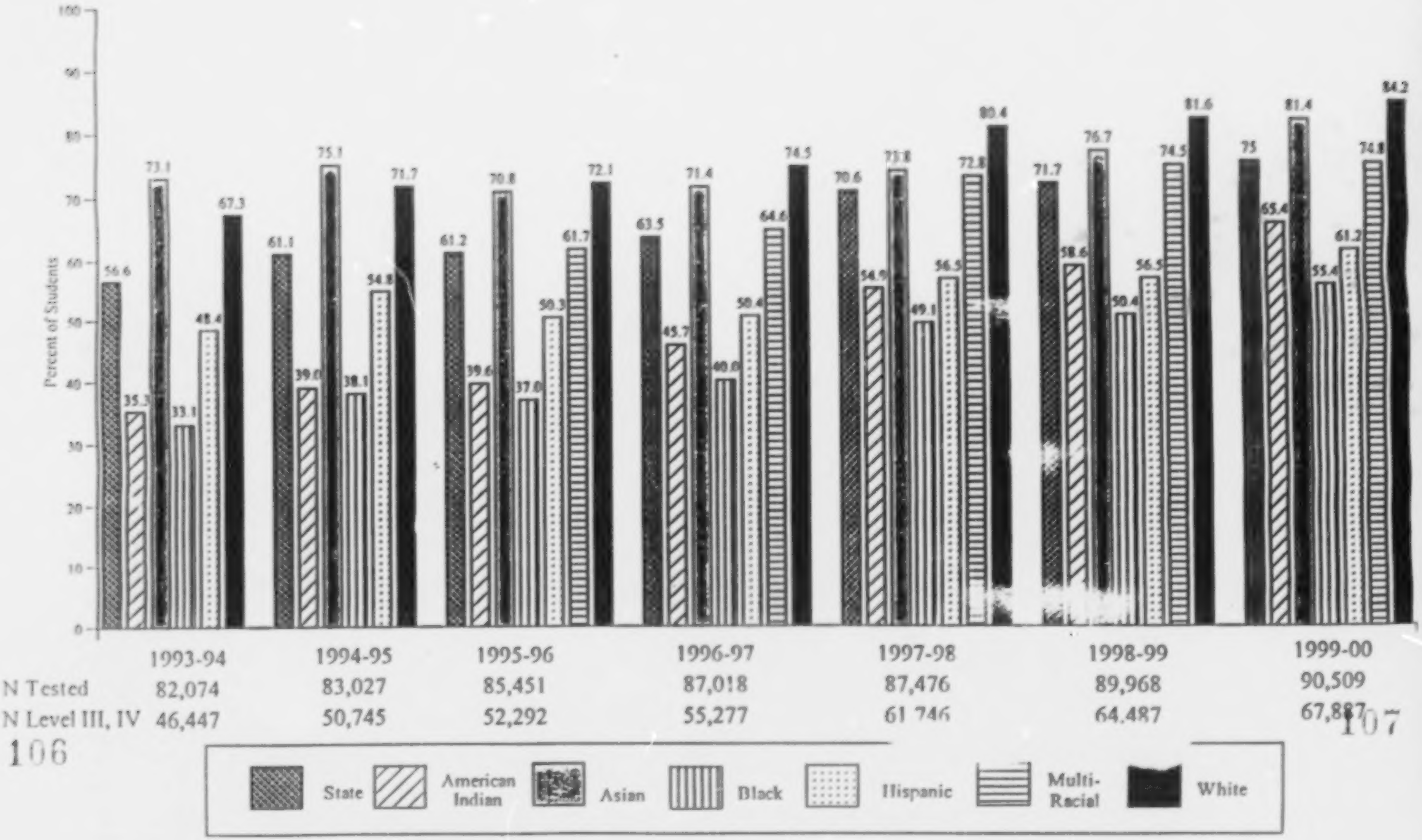
Figure 9. 1997-98 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4 by Gender



	State	Female	Male
1997-98			
N Tested	93,882	46,715	47,164
N Level III, IV	62,697	32,637	30,060
1998-99			
N Tested	97,670	48,844	48,822
N Level III, IV	66,603	34,739	31,862
1999-00			
N Tested	99,069	48,614	50,446
N Level III, IV	68,623	35,194	33,423

Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after September 14, 2000 are not included in these figures.

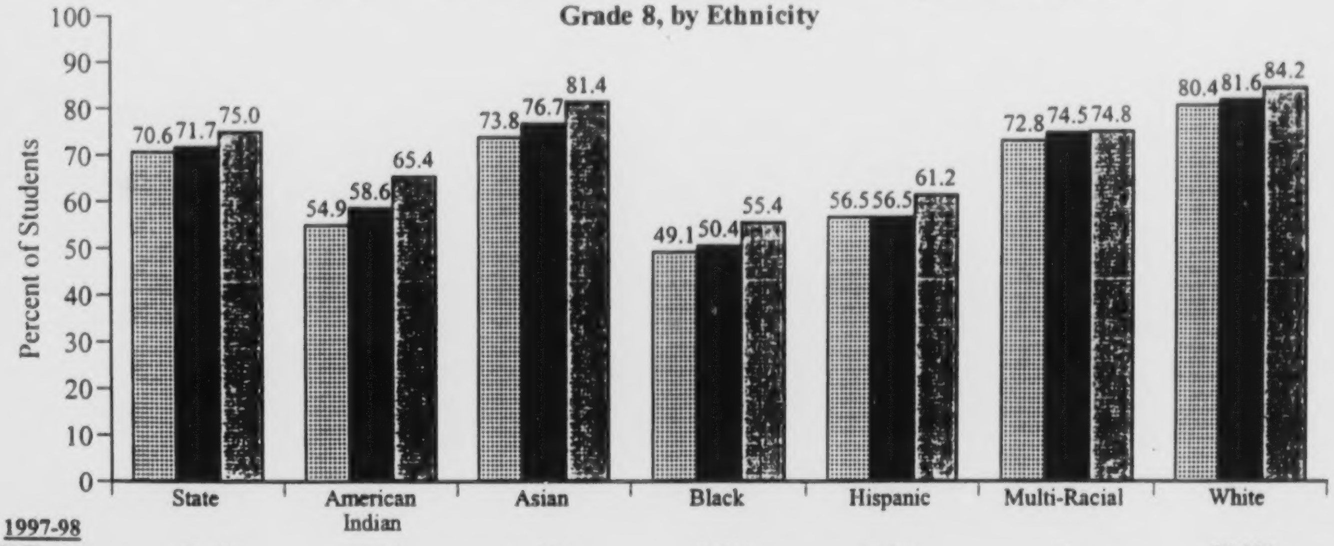
Figure 10. 1993-94 to 1999-00 End-of-Grade Multiple-Cho[illegible] [illegible]esults
Percent of Students at or Above Level III in **Both** Reading and Mathematics
Grade 8, by Ethnicity



	1993-94	1994-95	1995-96	1996-97	1997-98	1998-99	1999-00
N Tested	82,074	83,027	85,451	87,018	87,476	89,968	90,509
N Level III, IV	46,447	50,745	52,292	55,277	61,746	64,487	67,887

Notes: Multi-Racial results were not reported in 1993-94 or 1994-95.
Data received from LEAs after September 14, 2000 are not included in this figure.

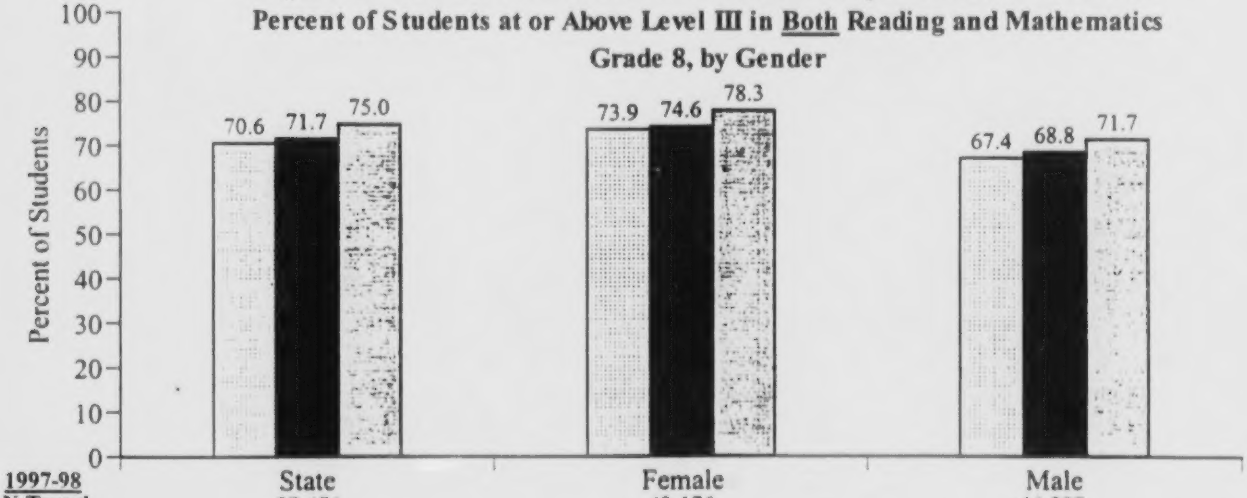
Figure 11. 1997-98 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 8, by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	87,476	1,318	1,384	24,602	1,737	430	57,978
N Level III, IV	61,746	724	1,022	12,075	981	313	46,618
1998-99							
N Tested	89,968	1,274	1,487	25,578	2,029	568	58,972
N Level III, IV	64,487	747	1,140	12,884	1,147	423	48,112
1999-00							
N Tested	90,509	1,304	1,606	25,658	2,352	721	58,849
N Level III, IV	67,887	853	1,307	14,206	1,439	539	49,534

▦ 1997-98 ■ 1998-99 ▨ 1999-00

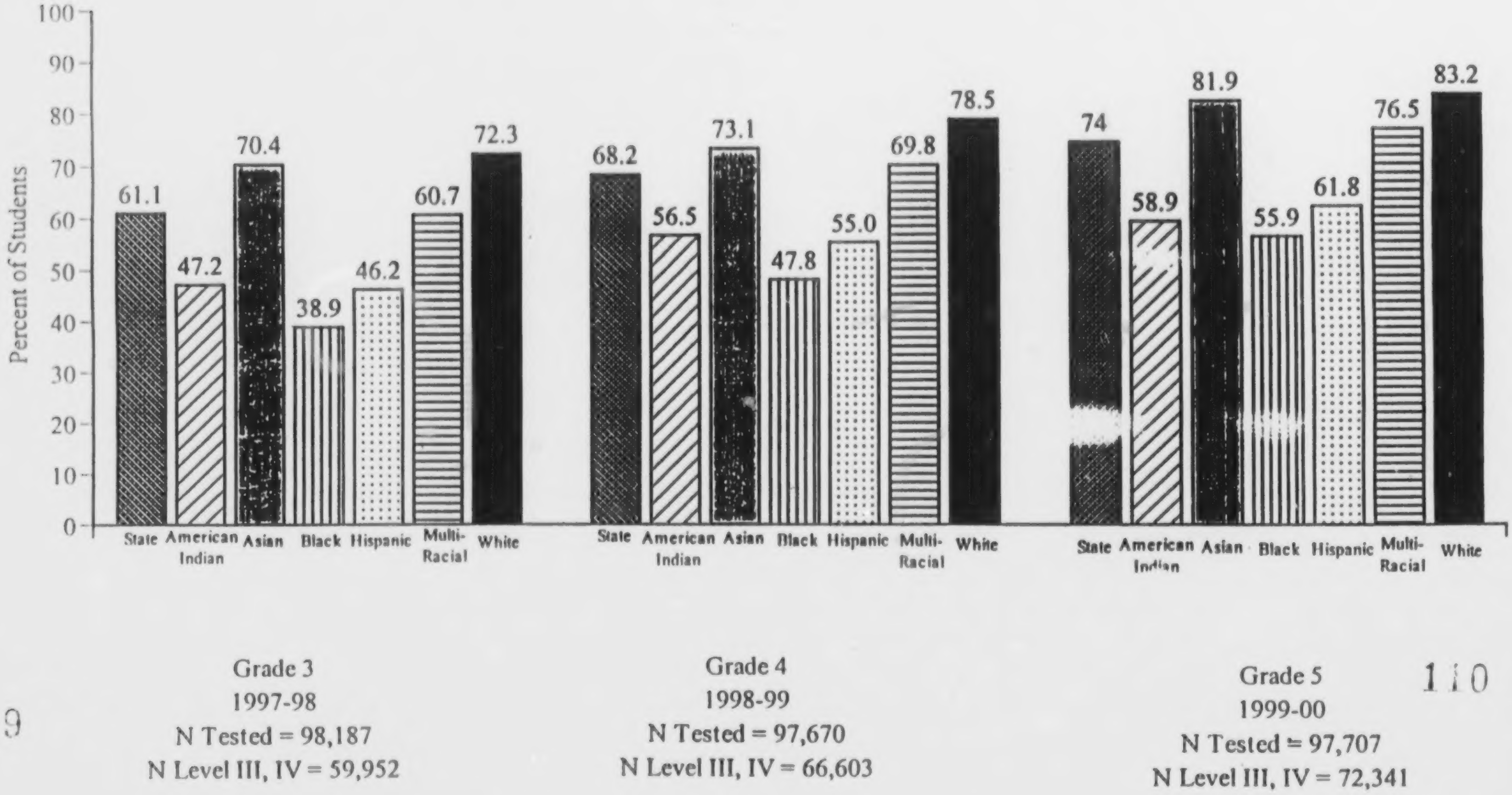
Figure 12. 1997-98 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 8, by Gender



	State	Female	Male
1997-98			
N Tested	87,476	43,176	44,297
N Level III, IV	61,746	31,907	29,839
1998-99			
N Tested	89,968	44,570	45,388
N Level III, IV	64,487	33,244	31,237
1999-00			
N Tested	90,509	45,006	45,503
N Level III, IV	67,887	35,257	32,630

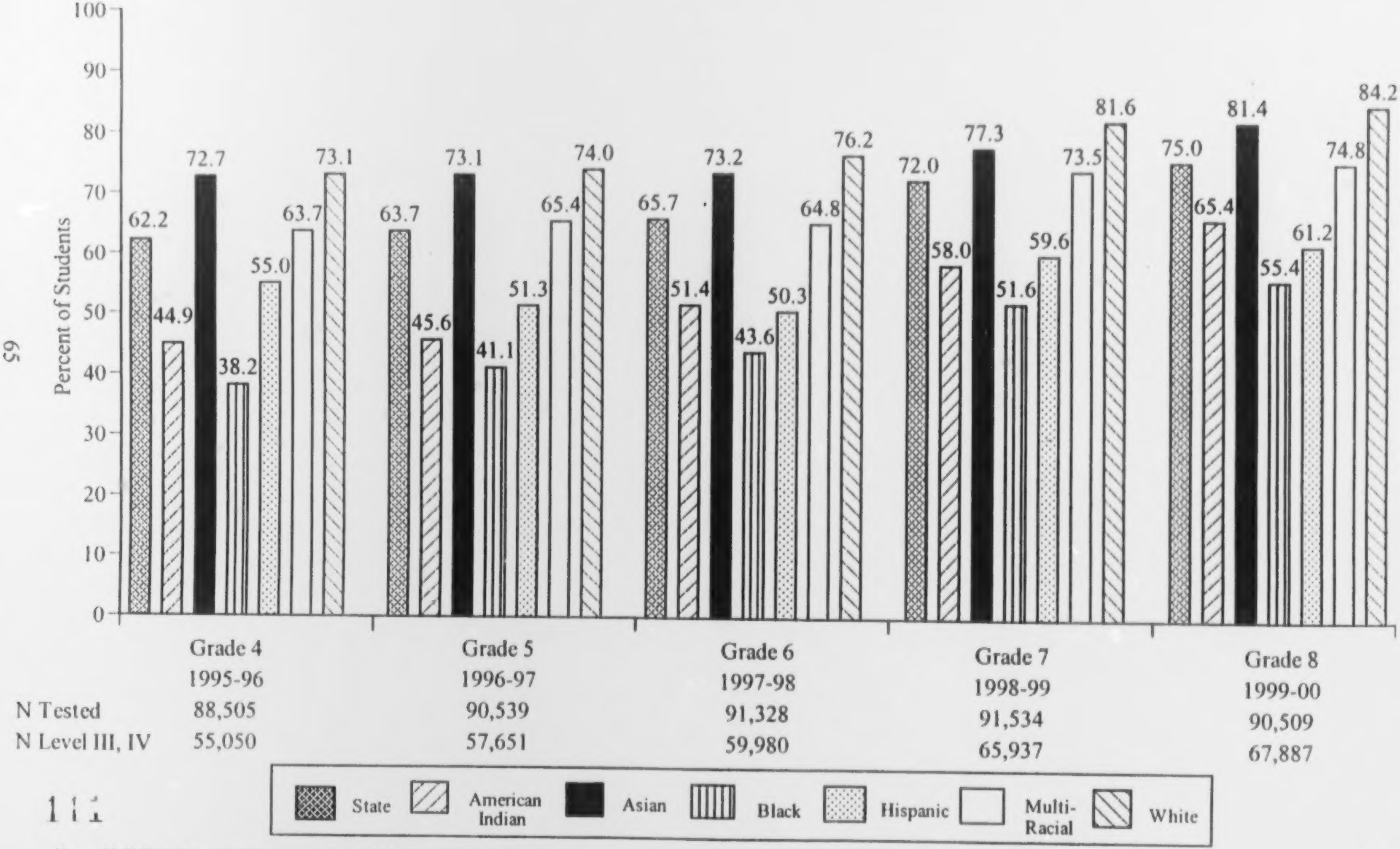
Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 13. 1997-98 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 3 to Grade 5



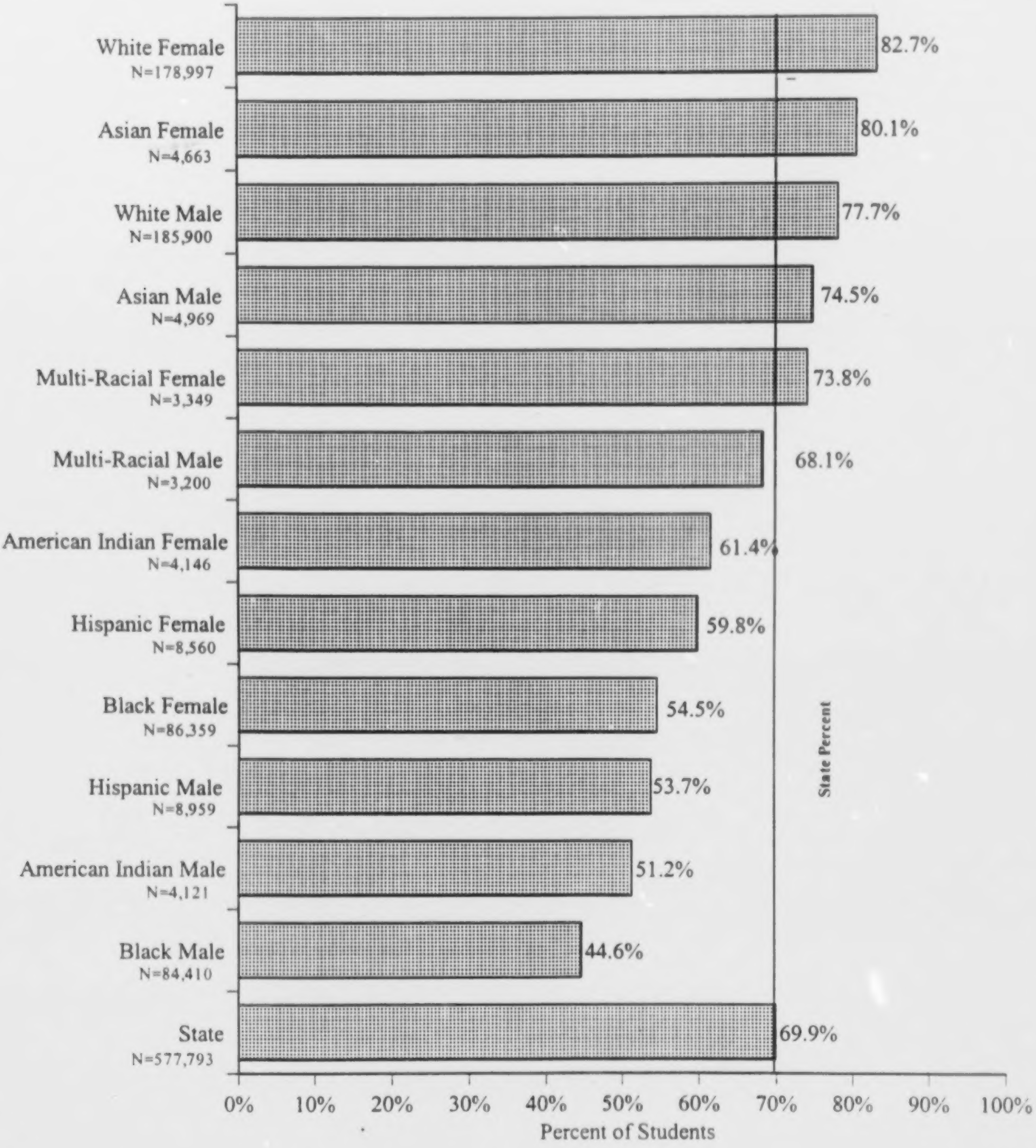
Note: Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 14. 1995-96 to 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Cohort Comparison, Grade 4 to Grade 8



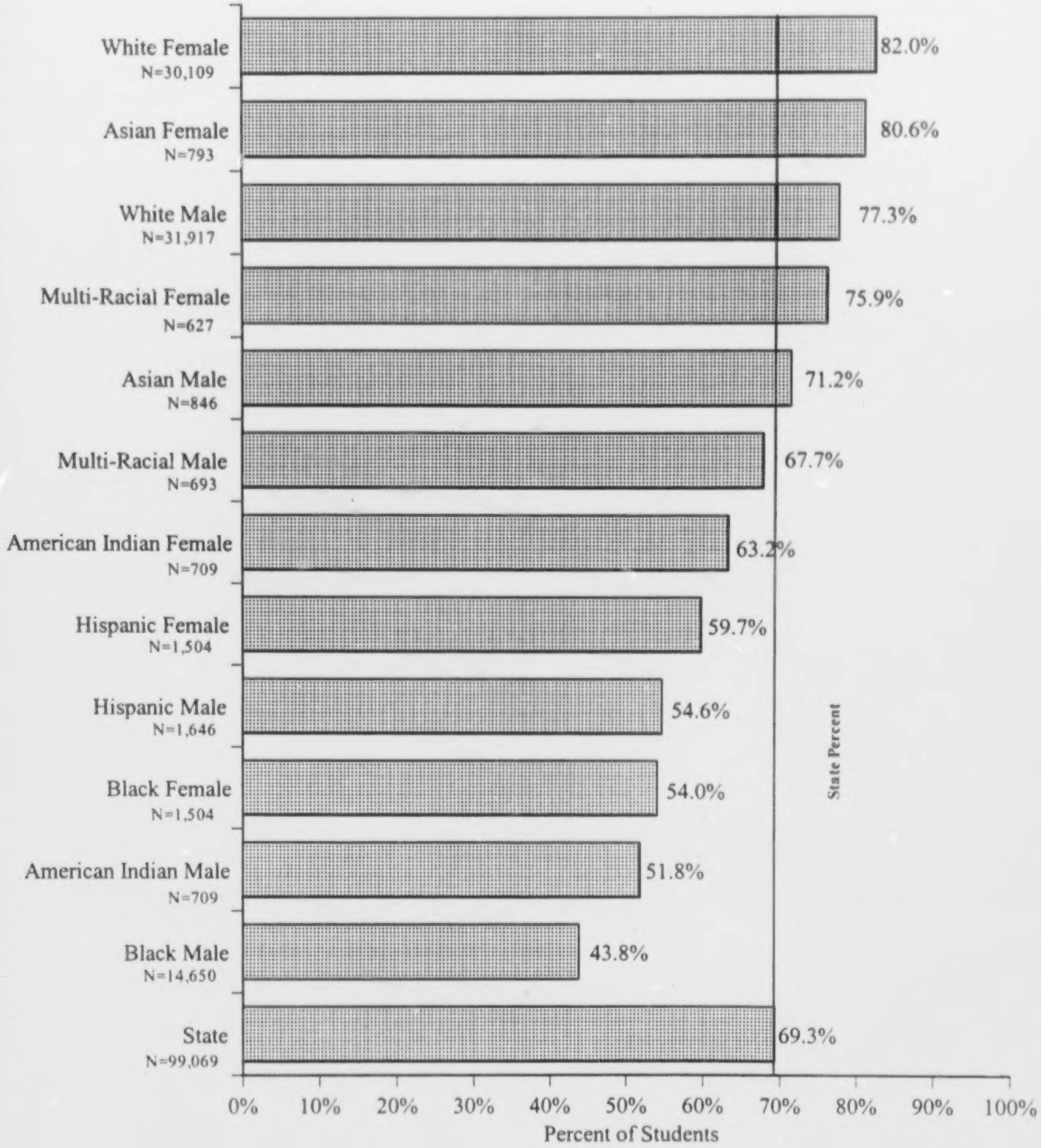
Notes: Multi-Racial results were not reported in 1994-95.
Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 15. 1999-00 End-of-Grade Multiple-Choice Test Results Percent of Students at or Above Level III in Both Reading and Mathematics Grades 3-8, by Gender and Ethnicity



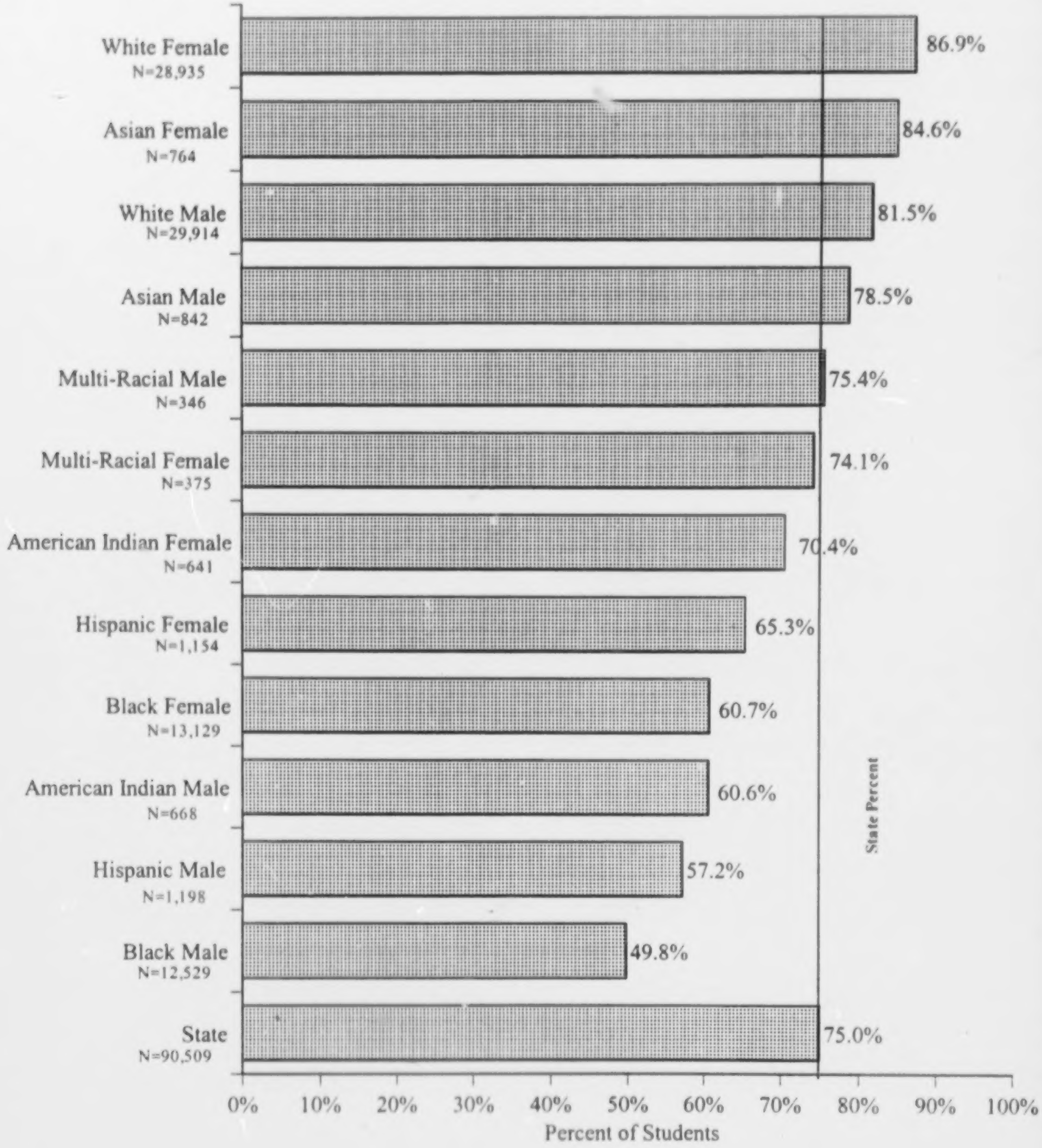
Note: Data received from LEAs after September 14, 2000 are not included in this figure

Figure 16. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 4, by Gender and Ethnicity



Note: Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 17. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at or Above Level III in Both Reading and Mathematics
Grade 8, by Gender and Ethnicity



Note: Data received from LEAs after September 14, 2000 are not included in this figure

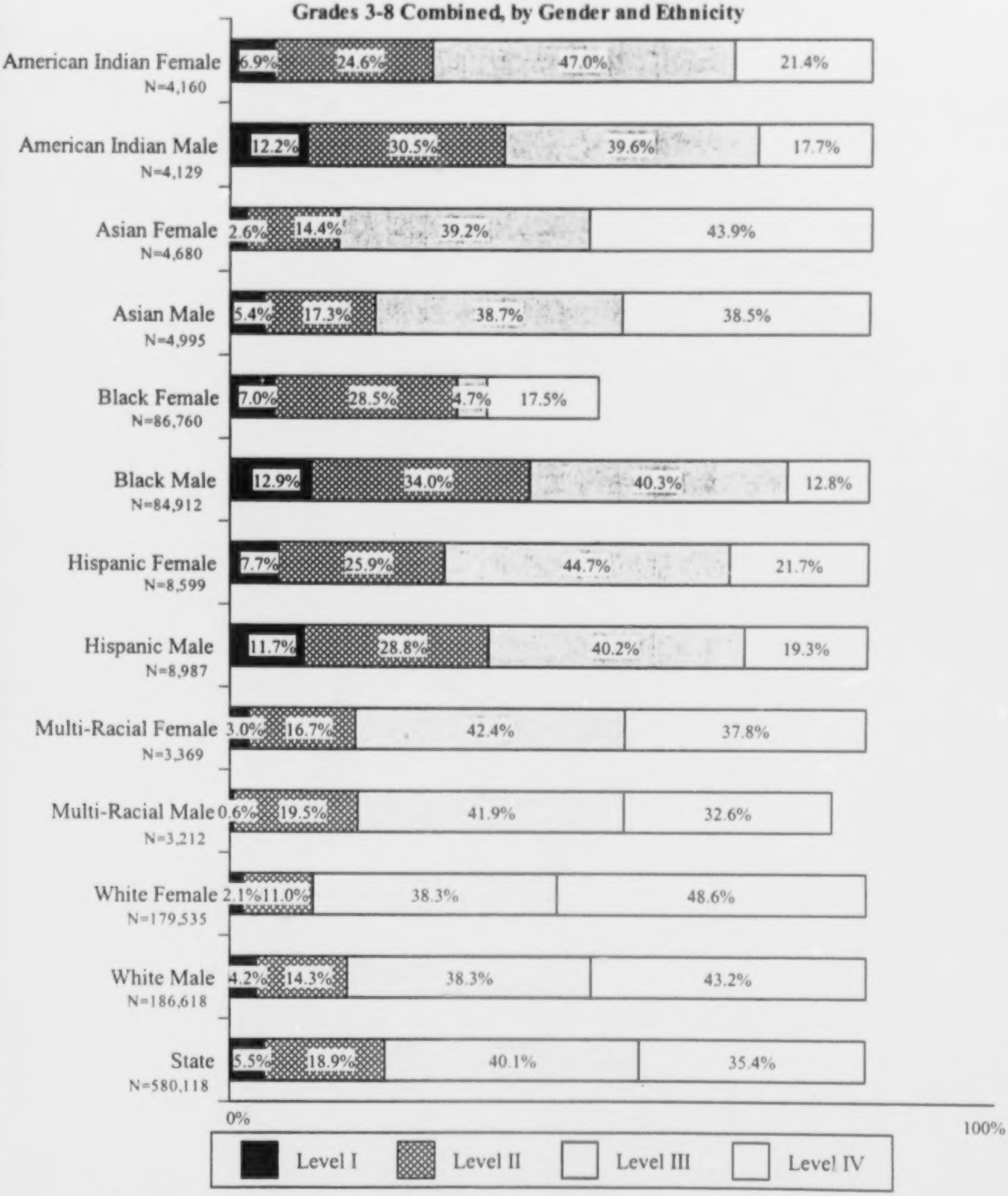
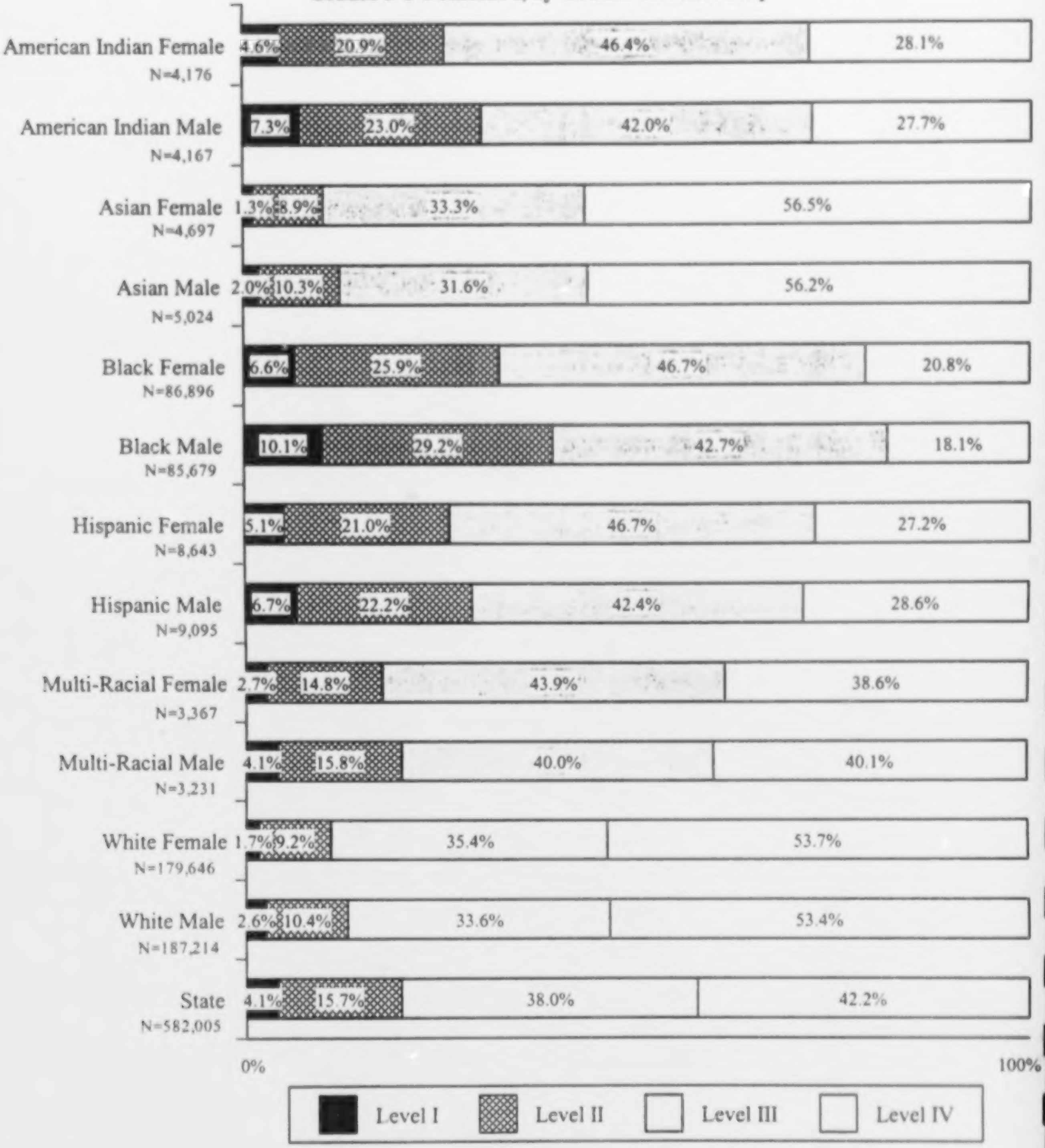


Figure 18. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Reading
Grades 3-8 Combined, by Gender and Ethnicity

Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 19. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students at Each Achievement Level in Mathematics
Grades 3-8 Combined, by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding
Data received from LEAs after September 14, 2000 are not included in this figure

Figure 20. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Reading
Grades 3-8

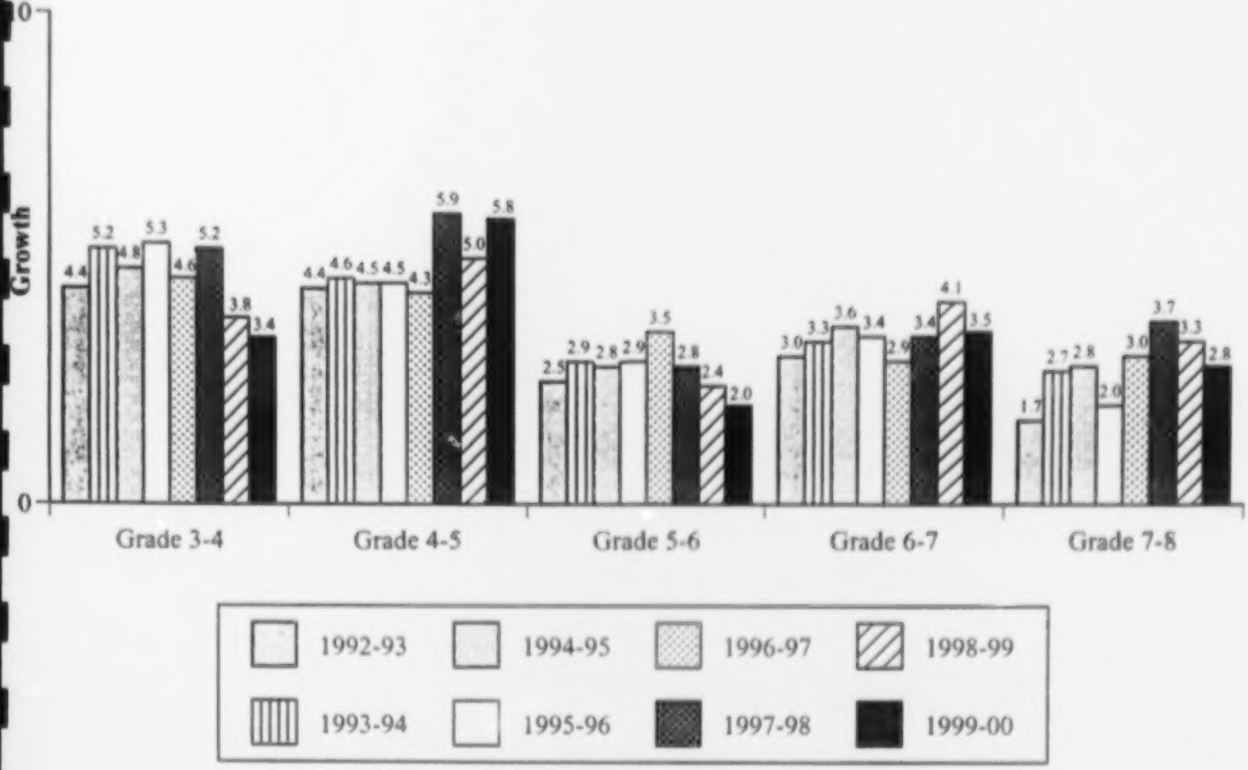
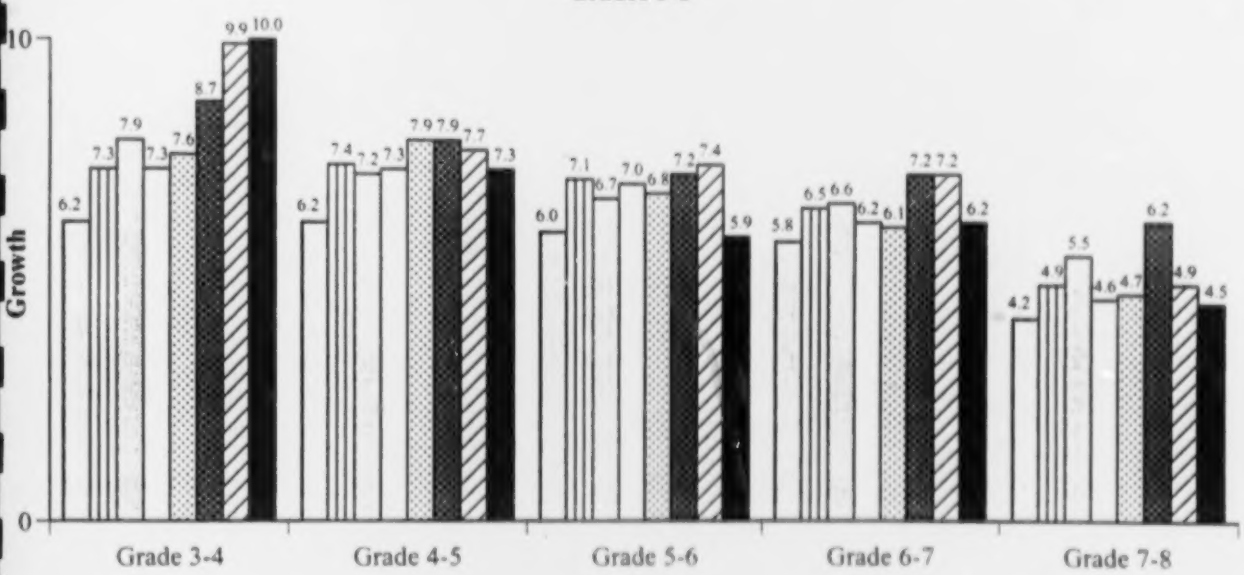


Figure 21. 1992-93 to 1999-00 End-of-Grade Multiple-Choice Test Results
Gains in Mean Scale Scores - Mathematics
Grades 3-8



Note: Data received from LEAs after September 14,2000 are not included in these figures.

Table 9. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level, by Grade and Ethnicity

	Grade	American Indian		Asian		Black		Hispanic		Multi-Racial		White	
		R*	M	R	M	R	M	R	M	R	M	R	M
Achievement Level I	3	10.7	7.7	4.2	2.4	10.8	11.1	9.8	6.6	4.6	4.3	3.7	2.8
	4	8.8	2.8	4.7	0.6	13.0	4.3	11.7	2.5	5.9	2.2	3.9	1.1
	5	9.1	7.1	2.9	0.6	8.0	7.4	7.6	5.6	3.2	3.9	2.5	2.0
	6	12.7	6.7	5.9	1.9	12.8	8.2	12.2	5.6	4.7	2.9	3.8	2.2
	7	10.9	5.1	3.9	2.0	9.0	9.0	9.8	7.6	5.3	3.9	3.3	2.3
	8	5.1	6.4	2.8	2.6	5.4	10.0	[illegible]	8.5	2.3	3.3	1.6	2.5
Achievement Level II	3	26.7	29.0	17.0	17.7	30.7	36.6	[illegible]	29.1	17.5	21.2	13.2	15.2
	4	29.9	16.7	18.6	6.7	33.4	25.0	[illegible]	17.7	20.2	10.8	14.5	7.8
	5	25.8	21.0	13.6	6.8	28.4	23.1	[illegible]	18.3	15.2	11.7	10.5	8.4
	6	34.4	23.1	19.5	8.2	37.5	26.8	[illegible]	21.1	23.4	14.1	16.5	9.1
	7	27.6	22.1	14.5	8.8	30.5	26.7	[illegible]	21.2	17.4	[illegible]	12.1	9.0
	8	21.1	18.9	12.0	9.5	26.3	26.0	23.7	21.1	13.2	[illegible]	9.1	9.3
Achievement Level III	3	40.8	42.4	38.4	36.9	41.6	39.8	41.5	45.0	39.9	43.6	35.8	39.8
	4	45.5	54.1	40.1	36.0	42.5	52.4	44.1	51.4	45.0	49.2	42.1	39.0
	5	43.7	39.7	40.0	28.5	46.6	43.6	44.3	41.0	41.4	36.8	38.1	29.6
	6	36.7	43.7	36.3	31.8	36.6	45.3	37.8	45.8	39.9	[illegible]	36.6	34.4
	7	42.4	41.3	36.9	30.1	43.8	43.2	40.9	41.2	41.2	37.5	37.2	31.1
	8	51.0	44.0	41.7	30.9	52.0	44.1	46.2	41.2	47.4	38.2	40.0	32.9
Achievement Level IV	3	21.8	20.9	40.3	43.0	16.9	12.5	21.4	19.3	38.0	30.9	47.3	42.2
	4	15.8	26.4	36.5	56.7	11.0	18.3	15.6	28.5	28.9	37.9	39.5	52.1
	5	21.5	32.2	43.6	64.1	17.0	29.9	23.3	35.1	40.2	47.6	48.9	59.9
	6	16.3	26.5	38.4	58.2	13.1	19.7	17.9	27.6	32.0	40.9	43.1	54.4
	7	19.2	31.4	44.8	59.0	16.7	21.1	22.0	30.0	36.1	43.3	47.4	57.6
	8	22.8	30.7	43.5	57.0	16.3	19.8	23.4	29.1	37.1	41.5	49.2	55.4
Percent at or above Level III⁺	3	62.6	52.4	78.8	72.2	58.5	43.7	62.8	52.6	77.8	66.7	83.1	76.2
	4	61.2	80.5	76.6	92.7	53.6	70.7	59.6	79.9	73.9	87.0	81.6	91.1
	5	65.1	71.9	83.6	92.6	63.7	69.5	67.7	76.1	81.6	84.4	87.0	89.5
	6	53.0	70.2	74.6	90.0	49.6	65.0	55.7	73.3	71.9	82.9	79.6	88.8
	7	61.5	72.7	81.6	89.2	60.5	60.3	63.0	71.2	77.3	80.7	84.6	88.7
	8	73.8	74.7	85.2	87.9	68.3	63.9	69.7	70.3	84.4	79.7	89.3	88.3

	Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	N**	%	N	%	N	%	N	%	N	%	N	%
American Indian	1,501	1.5	1,389	1.4	1,344	1.4	1,300	1.4	1,430	1.5	1,304	1.4
Asian	1,625	1.6	1,639	1.7	1,633	1.7	1,608	1.7	1,522	1.6	1,606	1.8
Black	30,809	30.6	29,517	29.8	28,968	29.7	28,437	29.6	27,385	29.2	25,658	28.4
Hispanic	3,550	3.5	3,151	3.2	3,002	3.1	2,795	2.9	2,670	2.9	2,352	2.6
Multi-Racial	1,612	1.6	1,320	1.3	1,066	1.1	977	1.0	853	0.9	721	0.8
White	61,562	61.2	62,029	62.6	61,674	63.1	61,003	63.5	59,788	[illegible]	58,849	65.0
Total	100,659		99,045		97,687		96,120		93,648		90,490	

Notes: *"R" = Reading; "M" = Mathematics

⁺"Percent at or above Level III" is calculated based on actual N-counts and is not summed

**"N" is the number of students who took the end-of-grade test in reading

Due to rounding, some ethnicity categories in some grades may not sum to 100%.

When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other."

Data received from LEAs after September 14, 2000 are not included in this table.

Table 10. 1999-00 End-of-Grade Multiple-Choice Test Results
Percent of Students by Achievement Level
by Grade and Gender

	Grade	Male		Female	
		Reading	Mathematics	Reading	Mathematics
Achievement Level I	3	8.0	6.2	4.4	4.8
	4	8.7	2.4	5.2	1.8
	5	5.7	4.7	3.0	2.9
	6	8.9	5.2	4.9	3.0
	7	6.9	5.4	3.7	3.5
	8	4.2	5.9	1.7	3.8
Achievement Level II	3	21.0	22.6	17.8	22.6
	4	22.6	14.0	19.2	12.8
	5	18.2	14.2	14.9	12.4
	6	25.3	16.2	21.8	13.6
	7	20.3	15.7	16.2	13.9
	8	17.0	15.8	12.2	13.3
Achievement Level III	3	37.0	38.5	38.9	41.6
	4	41.0	42.7	43.8	44.8
	5	39.8	33.1	42.2	35.5
	6	35.5	36.8	37.8	39.4
	7	38.2	34.0	40.6	36.2
	8	42.8	34.3	44.9	38.6
Achievement Level IV	3	34.0	32.7	38.9	30.9
	4	27.7	40.9	31.8	40.6
	5	36.3	48.0	39.9	49.2
	6	30.3	41.8	35.5	44.0
	7	34.7	44.9	39.6	46.4
	8	36.1	44.0	41.2	44.3
Percent at or above Level III[†]	3	71.1	71.2	77.8	72.5
	4	68.7	83.5	75.6	85.4
	5	76.1	81.1	82.1	84.7
	6	65.8	78.6	73.3	83.4
	7	72.8	78.9	80.2	82.6
	8	78.8	78.3	86.1	82.9

Grade	Male		Female	
	N*	Percent	N	Percent
3	54,626	51.4	51,752	48.7
4	54,255	51.6	50,847	48.8
5	52,552	50.7	51,181	49.3
6	51,771	51.1	49,574	48.9
7	50,640	51.2	48,307	48.8
8	48,707	50.9	46,961	49.1

Notes: *"N" is the number of students who took the end-of-grade test in reading
[†] All percents are calculated based on actual N-counts and are not summed
Due to rounding, some categories in some grades may not sum to 100%
When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female
Data received from LEAs after September 14, 2000 are not included in this table

Table 11. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students. Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	101,064	100.0	64.8	146.5	143.5
	Not Exceptional	82,965	83.4	66.4	146.7	143.5
	Academically Gifted	6,439	6.5	99.2	157.7	157.0
	Students with Disabilities	11,645	11.7	34.1	138.9	136.7
	Behaviorally-Emotionally Handicapped	676	0.7	26.8	137.4	133.2
	Hearing Impaired	138	0.1	39.7	140.1	138.5
	Educable Mentally Handicapped	564	0.6	5.9	132.0	125.4
	Specific Learning Disabled	6,149	6.2	29.1	137.5	136.8
	Speech-Language Impaired	2,483	2.5	54.5	143.8	140.9
	Visually Impaired	60	0.1	51.7	143.6	141.0
	Other Health Impaired	1,256	1.3	31.4	139.2	135.2
	Orthopedically Impaired	46	0.0	37.0	141.5	135.5
	Traumatic Brain Injured	24	0.0	*	*	*
	Other Exceptional Classification	249	0.3	37.9	140.9	137.0
	Section 504	1,560	1.5	45.7	142.0	139.1
	Limited English Proficient	1,766	1.7	36.5	139.3	137.7
	Not Served by Title1	57,209	56.6	72.1	148.2	145.5
	Schoolwide Title 1 Program	38,647	38.2	56.8	144.5	141.3
	Targeted Assistance	4,301	4.3	41.5	141.4	138.0
	Migrant	679	0.7	51.8	143.1	140.6
Grade 4	All Students	99,451	100.0	69.3	149.8	152.9
	Not Exceptional	73,160	75.1	68.8	148.9	151.8
	Academically Gifted	14,392	14.8	99.4	160.8	164.9
	Students with Disabilities	11,788	12.1	35.1	141.9	145.4
	Behaviorally-Emotionally Handicapped	818	0.8	26.7	140.6	142.5
	Hearing Impaired	124	0.1	46.7	143.3	148.0
	Educable Mentally Handicapped	564	0.6	3.8	134.8	135.3
	Specific Learning Disabled	6,954	7.1	33.0	141.3	146.0
	Speech-Language Impaired	1,550	1.6	52.3	145.8	148.9
	Visually Impaired	47	0.0	50.0	146.5	147.4
	Other Health Impaired	1,386	1.4	38.6	142.8	144.5
	Orthopedically Impaired	46	0.0	56.8	147.1	146.3
	Traumatic Brain Injured	20	0.0	*	*	*
	Other Exceptional Classification	279	0.3	46.6	144.2	147.6
	Section 504	1,873	1.9	51.7	145.8	148.7
	Limited English Proficient	1,407	1.4	37.6	141.9	147.3
	Not Served by Title1	58,673	59.0	75.8	151.4	154.6
	Schoolwide Title 1 Program	36,866	37.1	61.2	147.6	150.7
	Targeted Assistance	3,121	3.1	43.0	144.2	147.8
	Migrant	673	0.7	55.6	146.0	150.5

Notes *No scores are reported for groups with fewer than thirty students

[1] Percent for "Not Exceptional" through "Other Exceptional Classification" is based on the sum of the students in those categories
Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%

"Number Tested" is the number of students who took the end-of-grade test in reading

Data received from LEAs after September 14, 2000 are not included in this table

Table 11. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students.
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	98,099	100.0	74.0	155.3	159.5
	Not Exceptional	70,597	73.4	74.1	154.5	158.3
	Academically Gifted	15,878	16.5	99.7	164.8	171.4
	Students with Disabilities	11,593	12.1	37.8	147.5	151.2
	Behaviorally-Emotionally Handicapped	870	0.9	29.5	147.0	148.1
	Hearing Impaired	121	0.1	45.8	150.0	153.4
	Educable Mentally Handicapped	637	0.7	4.2	140.3	141.6
	Specific Learning Disabled	7,403	7.7	38.0	147.3	151.9
	Speech-Language Impaired	791	0.8	57.4	151.0	154.9
	Visually Impaired	48	0.0	56.3	150.9	154.4
	Other Health Impaired	1,384	1.4	42.1	149.2	150.9
	Orthopedically Impaired	60	0.1	34.5	148.8	148.3
	Traumatic Brain Injured	31	0.0	19.4	147.2	148.6
	Other Exceptional Classification	248	0.3	51.6	149.8	154.3
	Section 504	1,941	2.0	55.0	151.2	154.6
	Limited English Proficient	1,213	1.2	39.9	147.3	153.0
	Not Served by Title I	59,579	60.7	79.3	156.7	161.1
	Schoolwide Title 1 Program	34,991	35.7	67.0	153.4	157.4
	Targeted Assistance	2,660	2.7	50.9	150.4	154.1
	Migrant	670	0.7	57.3	151.0	155.2
Grade 6	All Students	96,489	100.0	66.1	156.3	165.1
	Not Exceptional	69,493	73.1	64.9	155.3	163.7
	Academically Gifted	15,594	16.4	99.3	167.2	178.7
	Students with Disabilities	11,399	12.0	26.9	147.1	155.5
	Behaviorally-Emotionally Handicapped	1,072	1.1	21.5	146.3	152.5
	Hearing Impaired	141	0.1	30.2	147.3	156.7
	Educable Mentally Handicapped	823	0.9	1.4	140.0	147.3
	Specific Learning Disabled	7,323	7.7	28.5	147.4	156.5
	Speech-Language Impaired	341	0.4	39.9	150.4	158.8
	Visually Impaired	40	0.0	65.0	156.1	163.3
	Other Health Impaired	1,394	1.5	31.8	148.9	155.6
	Orthopedically Impaired	40	0.0	42.1	150.5	155.2
	Traumatic Brain Injured	25	0.0	*	*	*
	Other Exceptional Classification	200	0.2	32.7	149.1	158.0
	Section 504	1,428	1.5	46.5	152.1	160.1
	Limited English Proficient	976	1.0	28.6	146.9	158.2
	Not Served by Title I	78,396	81.2	68.2	156.8	165.7
	Schoolwide Title 1 Program	15,381	15.9	58.2	154.2	162.7
	Targeted Assistance	1,878	1.9	40.9	151.0	159.2
	Migrant	328	0.3	40.4	149.3	159.3

Notes: *No scores are reported for groups with fewer than thirty students

[1] Percent for "Not Exceptional" through "Other Exceptional Classification" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 11. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students.
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	94,031	100.0	70.8	160.2	171.0
	Not Exceptional	67,910	73.3	70.7	159.5	169.5
	Academically Gifted	15,284	16.5	99.6	169.2	185.1
	Students with Disabilities	10,830	11.7	30.3	151.7	161.0
	Behaviorally-Emotionally Handicapped	1,048	1.1	23.3	150.8	157.8
	Hearing Impaired	126	0.1	46.8	154.0	164.8
	Educable Mentally Handicapped	883	1.0	3.0	145.2	152.9
	Specific Learning Disabled	6,927	7.5	32.9	152.1	162.1
	Speech-Language Impaired	233	0.3	37.5	153.5	163.2
	Visually Impaired	42	0.0	50.0	154.5	163.4
	Other Health Impaired	1,292	1.4	35.3	153.2	161.5
	Orthopedically Impaired	47	0.1	44.7	155.5	161.7
	Traumatic Brain Injured	30	0.0	23.3	150.5	158.9
	Other Exceptional Classification	202	0.2	39.3	153.9	163.4
	Section 504	1,380	1.5	51.9	156.6	166.4
	Limited English Proficient	915	1.0	30.6	151.7	162.8
	Not Served by Title1	77,809	82.7	73.0	160.7	171.7
	Schoolwide Title 1 Program	13,988	14.9	61.6	157.8	168.2
	Targeted Assistance	1,651	1.8	51.7	156.5	165.5
	Migrant	260	0.3	46.9	154.3	165.4
Grade 8	All Students	90,984	100.0	75.0	162.7	175.3
	Not Exceptional	66,931	74.6	75.8	162.1	173.9
	Academically Gifted	14,253	15.9	99.7	171.5	189.5
	Students with Disabilities	9,795	10.9	33.5	154.0	164.3
	Behaviorally-Emotionally Handicapped	1,000	1.1	20.6	152.2	160.0
	Hearing Impaired	121	0.1	45.3	157.2	168.5
	Educable Mentally Handicapped	945	1.1	2.9	147.1	155.7
	Specific Learning Disabled	6,209	6.9	38.2	154.8	165.9
	Speech-Language Impaired	145	0.2	41.7	155.6	167.4
	Visually Impaired	36	0.0	66.7	160.1	172.8
	Other Health Impaired	1,082	1.2	38.2	155.7	164.5
	Orthopedically Impaired	37	0.0	40.5	158.5	165.8
	Traumatic Brain Injured	26	0.0	*	*	*
	Other Exceptional Classification	194	0.2	46.6	156.8	167.1
	Section 504	1,264	1.4	56.3	159.1	170.1
	Limited English Proficient	876	1.0	34.7	153.1	165.9
	Not Served by Title1	74,808	82.2	76.8	163.1	176.0
	Schoolwide Title 1 Program	13,682	15.0	67.2	160.7	172.4
	Targeted Assistance	1,555	1.7	60.5	159.4	170.4
	Migrant	386	0.4	54.7	157.8	170.5

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classification" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 11. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students.
Grades 3-8

Grade	Category	Number Tested	Percent[1]	Percent at or above Level III[2]	Average Scale Score Reading	Average Scale Score Mathematics
3 to 8	All Students	580,118	100.0	69.9	154.9	160.9
	Not Exceptional	431,056	75.6	70.0	154.1	159.4
	Academically Gifted	81,840	14.3	99.5	166.0	176.2
	Students with Disabilities	67,050	11.8	33.0	146.6	151.7
	Behaviorally-Emotionally Handicapped	5,484	1.0	24.4	146.4	150.2
	Hearing Impaired	771	0.1	42.1	148.4	154.7
	Educable Mentally Handicapped	4,416	0.8	3.3	140.9	144.7
	Specific Learning Disabled	40,965	7.2	33.3	146.8	153.1
	Speech-Language Impaired	5,543	1.0	52.3	146.5	147.9
	Visually Impaired	273	0.0	55.9	151.1	155.2
	Other Health Impaired	7,794	1.4	36.2	148.0	151.6
	Orthopedically Impaired	276	0.0	42.2	150.0	151.3
	Traumatic Brain Injured	156	0.0	29.0	146.3	150.6
	Other Exceptional Classification	1,372	0.2	42.8	148.5	153.5
	Section 504	9,446	1.7	51.2	150.6	155.5
	Limited English Proficient	7,153	1.3	35.2	145.5	151.7
	Not Served by Title1	406,474	71.2	74.0	156.7	163.6
	Schoolwide Title 1 Program	153,555	26.9	61.7	150.9	154.6
	Targeted Assistance	15,166	2.7	46.4	148.2	151.8
	Migrant	2,996	0.5	52.6	149.1	154.1

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classification" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional.

All data rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 12. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
3	All Students	101,064	100.0	64.8	146.5	143.5
	Braille Edition	6	0.0	*	*	*
	Large Print	73	0.2	47.9	142.2	140.2
	Assistive Technology	54	0.2	42.6	140.9	139.3
	Braille Writer	3	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	160	0.5	25.2	137.8	134.6
	Interpreter Signs Test***	17	0.0	*	*	*
	Magnification Devices	38	0.1	55.3	146.7	142.1
	Student Marks in Test Book	5,892	16.6	29.9	137.9	135.9
	Test Administrator Reads Test Aloud***	7,583	21.4	23.2	136.0	135.1
	Use of Typewriter or Word Processor	3	0.0	*	*	*
	Hospital/Home Testing	10	0.0	*	*	*
	Multiple Test Sessions	2,884	8.1	29.5	138.0	135.6
	Scheduled Extended Time	9,503	26.8	29.6	137.8	136.0
	Testing in a Separate Room	9,116	25.7	27.4	137.3	135.5
	English/Native Language Dictionary/Electronic Translator	68	0.2	46.3	140.2	139.4
	Approved AR-99**	1	0.0	*	*	*
	One Test Item Per Page	4	0.0	*	*	*

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
4	All Students	99,451	100.0	69.3	149.8	152.9
	Braille Edition	9	0.0	*	*	*
	Large Print	62	0.2	39.3	143.6	146.0
	Assistive Technology	40	0.1	35.0	143.7	146.8
	Braille Writer	7	0.0	*	*	*
	Cranmer Abacus	6	0.0	*	*	*
	Dictation to Scribe	245	0.7	33.3	141.6	144.5
	Interpreter Signs Test ***	12	0.0	*	*	*
	Magnification Devices	52	0.1	63.5	146.7	150.1
	Student Marks in Test Book	5,715	15.3	33.1	141.4	145.0
	Test Administrator Reads Test Aloud ***	7,674	20.6	23.3	139.1	144.0
	Use of Typewriter or Word Processor	6	0.0	*	*	*
	Hospital/Home Testing	7	0.0	*	*	*
	Multiple Test Sessions	2,959	7.9	34.0	141.5	145.2
	Scheduled Extended Time	10,546	28.3	33.3	141.5	145.3
	Testing in a Separate Room	9,838	26.4	31.2	141.0	144.8
	English/Native Language Dictionary/Electronic Translator	87	0.2	41.4	142.2	148.5
	Approved AR-99**	2	0.0	*	*	*
	One Test Item Per Page	0	0.0	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations. Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

***The Interpreter Signs Test and Test Administrator Reads Test Aloud accomodations are prohibited from use during the administration of state tests that measure reading skills.

All data are rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 12. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations (continued)
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
5	All Students	98,099	100.0	74.0	155.3	159.5
	Braille Edition	6	0.0	*	*	*
	Large Print	59	0.2	58.6	151.0	155.2
	Assistive Technology	27	0.1	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	5	0.0	*	*	*
	Dictation to Scribe	130	0.4	38.0	147.7	151.5
	Interpreter Signs Test***	22	0.1	*	*	*
	Magnification Devices	34	0.1	61.8	152.6	157.3
	Student Marks in Test Book	5,334	14.8	36.7	147.4	151.2
	Test Administrator Reads Test Aloud***	7,277	20.2	26.6	145.0	149.7
	Use of Typewriter or Word Processor	2	0.0	*	*	*
	Hospital/Home Testing	9	0.0	*	*	*
	Multiple Test Sessions	2,778	7.7	36.3	147.3	151.0
	Scheduled Extended Time	10,547	29.3	36.7	147.3	151.2
	Testing in a Separate Room	9,698	26.9	33.8	146.7	150.6
	English/Native Language Dictionary/Electronic Translator	86	0.2	39.5	147.2	153.3
	Approved AR-99**	7	0.0	*	*	*
	One Test Item Per Page	1	0.0	*	*	*
Grade						
6	All Students	96,489	100.0	66.1	156.3	165.1
	Braille Edition	11	0.0	*	*	*
	Large Print	49	0.2	55.1	153.5	161.0
	Assistive Technology	24	0.1	*	*	*
	Braille Writer	21	0.1	*	*	*
	Cranmer Abacus	8	0.0	*	*	*
	Dictation to Scribe	99	0.3	34.7	149.1	157.1
	Interpreter Signs Test ***	31	0.1	25.8	145.9	159.9
	Magnification Devices	42	0.1	73.8	157.9	167.0
	Student Marks in Test Book	3,671	12.2	26.8	147.3	155.7
	Test Administrator Reads Test Aloud ***	6,044	20.1	15.0	143.9	153.6
	Use of Typewriter or Word Processor	7	0.0	*	*	*
	Hospital/Home Testing	22	0.1	*	*	*
	Multiple Test Sessions	1,819	6.1	24.0	146.5	155.0
	Scheduled Extended Time	9,748	32.5	25.5	146.7	155.3
	Testing in a Separate Room	8,195	27.3	21.5	145.8	154.4
	English/Native Language Dictionary/Electronic Translator	213	0.7	26.2	147.3	159.0
	Approved AR-99**	6	0.0	*	*	*
	One Test Item Per Page	4	0.0	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations. Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

***The Interpreter Signs Test and Test Administrator Reads Test Aloud accomodations are prohibited from use during the administration of state tests that measure reading skills.

All data are rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 12. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations (continued)
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
7	All Students	94,031	100.0	70.8	160.2	171.0
	Braille Edition	1	0.0	*	*	*
	Large Print	52	0.2	50.0	154.8	165.6
	Assistive Technology	21	0.1	*	*	*
	Braille Writer	0	0.0	*	*	*
	Cranmer Abacus	0	0.0	*	*	*
	Dictation to Scribe	102	0.4	29.0	150.3	161.1
	Interpreter Signs Test ***	21	0.1	*	*	*
	Magnification Devices	13	0.0	*	*	*
	Student Marks in Test Book	2,699	9.9	29.8	151.4	161.1
	Test Administrator Reads Test Aloud ***	5,275	19.3	16.3	148.3	158.6
	Use of Typewriter or Word Processor	14	0.1	*	*	*
	Hospital/Home Testing	30	0.1	48.3	155.7	164.0
	Multiple Test Sessions	1,548	5.7	23.3	150.3	160.0
	Scheduled Extended Time	9,630	35.2	29.2	151.4	160.9
	Testing in a Separate Room	7,685	28.1	23.6	150.3	159.7
	English/Native Language Dictionary/Electronic Translator	254	0.9	25.7	150.3	161.4
	Approved AR-99**	16	0.1	*	*	*
	One Test Item Per Page	1	0.0	*	*	*
Grade 8	All Students	90,984	100.0	75.0	162.7	175.3
	Braille Edition	4	0.0	*	*	*
	Large Print	39	0.2	59.0	159.2	172.4
	Assistive Technology	13	0.1	*	*	*
	Braille Writer	4	0.0	*	*	*
	Cranmer Abacus	1	0.0	*	*	*
	Dictation to Scribe	77	0.3	30.7	153.8	163.9
	Interpreter Signs Test***	25	0.1	*	*	*
	Magnification Devices	14	0.1	*	*	*
	Student Marks in Test Book	2,136	9.0	32.3	153.8	164.4
	Test Administrator Reads Test Aloud***	4,476	18.9	18.7	150.6	161.7
	Use of Typewriter or Word Processor	15	0.1	*	*	*
	Hospital/Home Testing	45	0.2	31.8	155.1	161.6
	Multiple Test Sessions	1,357	5.7	25.8	152.8	162.8
	Scheduled Extended Time	8,608	36.4	32.1	153.7	164.1
	Testing in a Separate Room	6,580	27.8	26.1	152.5	162.8
	English/Native Language Dictionary/Electronic Translator	261	1.1	29.7	151.8	164.4
	Approved AR-99**	2	0.0	*	*	*
	One Test Item Per Page	2	0.0	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

***The Interpreter Signs Test and Test Administrator Reads Test Aloud accomodations are prohibited from use during the administration of state tests that measure reading skills.

All data are rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 12. 1999-00 End-of-Grade Multiple-Choice Test Results
Performance of Students Using Accommodations (continued)
Grades 3-8

Grade	Category	Number Tested	Percent	Percent at or above Level III[1]	Average Scale Score Reading	Average Scale Score Mathematics
3 to 8	All Students	580,118	100.0	69.9	154.9	160.9
	Braille Edition	37	0.0	65.7	154.9	154.9
	Large Print	334	0.2	50.9	149.6	154.5
	Assistive Technology	179	0.1	43.8	146.9	151.8
	Braille Writer	39	0.0	71.1	157.2	163.6
	Cranmer Abacus	26	0.0	*	*	*
	Dictation to Scribe	813	0.4	31.8	145.0	148.9
	Interpreter Signs Test***	128	0.1	26.8	145.6	154.9
	Magnification Devices	193	0.1	63.7	151.8	156.5
	Student Marks in Test Book	25,447	13.4	31.8	144.8	149.0
	Test Administrator Reads Test Aloud***	38,329	20.2	21.1	143.0	148.8
	Use of Typewriter or Word Processor	47	0.0	61.7	157.0	165.5
	Hospital/Home Testing	123	0.1	46.2	153.7	159.4
	Multiple Test Sessions	13,345	7.0	30.1	144.8	149.0
	Scheduled Extended Time	58,582	30.9	31.2	146.2	151.7
	Testing in a Separate Room	51,112	26.9	27.7	145.1	150.2
	English/Native Language Dictionary/Electronic Translator	969	0.5	31.0	148.3	158.3
	Approved AR-99**	34	0.0	48.5	151.7	160.3
	One Test Item Per Page	12	0.0	*	*	*

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations. Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

***The Interpreter Signs Test and Test Administrator Reads Test Aloud accomodations are prohibited from use during the administration of state tests that measure reading skills.

All data are rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 13. 1999-00 End-of-Grade Multiple-Choice Test Results
Excluded Students
Grades 3-8

Grade	Category	Total Excluded	Total Students	Percent Excluded	LEP 1st Year	LEP 2nd Year	By IEP Committee	Under Section 504
3	All Students with Disabilities	3,647	15,376	23.7	55	28	3,522	42
	Behaviorally-Emotionally Handicapped	220	907	24.3	1		219	
	Hearing Impaired	38	175	21.7			36	2
	Educable Mentally Handicapped	1,533	2,140	71.6	3		1,524	6
	Specific Learning Disabled	899	7,057	12.7	10	13	865	11
	Speech-Language Impaired	58	2,550	2.3	4	3	50	1
	Visually Impaired	8	71	11.3			7	1
	Other Health Impaired	199	1,462	13.6	1		196	2
	Orthopedically Impaired	18	63	28.6			17	1
	Traumatic Brain Impaired	12	35	34.3	1		11	
	Other Exceptional Classifications	662	916	72.3	35	12	597	18
	Section 504	57	1,366	4.2				57
	Limited English Proficient	1,228	2,966	41.4	847	321	56	4
	Category Not Reported	158	86,980	0.2	67	26	41	24
	Total Grade 3*	4,964	106,385	4.7	925	350	3,565	124
Grade								
4	All Students with Disabilities	4,107	15,961	25.7	42	27	3,980	58
	Behaviorally-Emotionally Handicapped	278	1,096	25.4			274	4
	Hearing Impaired	30	154	19.5		1	29	
	Educable Mentally Handicapped	1,812	2,429	74.6	3	4	1,793	12
	Specific Learning Disabled	1,069	8,020	13.3	12	7	1,045	5
	Speech-Language Impaired	35	1,602	2.2	1	1	32	1
	Visually Impaired	12	57	21.1			11	1
	Other Health Impaired	283	1,673	17.2	1		279	8
	Orthopedically Impaired	23	67	34.3			22	1
	Traumatic Brain Impaired	22	40	55			22	
	Other Exceptional Classifications	538	823	65.4	25	14	473	26
	Section 504	61	1,644	3.7		1		60
	Limited English Proficient	1,144	2,548	44.9	728	364	51	1
	Category Not Reported	166	85,227	0.2	53	32	57	24
	Total Grade 4*	5,369	105,115	5.1	788	399	4,039	143
Grade								
5	All Students with Disabilities	4,239	15,866	26.7	50	29	4,132	28
	Behaviorally-Emotionally Handicapped	246	1,136	21.7			246	
	Hearing Impaired	26	150	17.3	1		24	1
	Educable Mentally Handicapped	1,777	2,444	72.7	2	1	1,767	7
	Specific Learning Disabled	1,047	8,438	12.4	6	4	1,034	3
	Speech-Language Impaired	41	835	4.9	8	7	26	
	Visually Impaired	8	55	14.5			8	
	Other Health Impaired	255	1,621	15.7	2	1	250	2
	Orthopedically Impaired	37	92	40.2			37	
	Traumatic Brain Impaired	28	58	48.3			27	1
	Other Exceptional Classifications	774	1,037	74.6	31	16	713	14
	Section 504	58	1,749	3.3			1	57
	Limited English Proficient	1,034	2,243	46.1	674	319	39	2
	Category Not Reported	139	84,116	0.2	52	28	34	25
	Total Grade 5*	5,358	103,739	5.2	729	348	4,170	111

Notes *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of enrollment in the LEA depending on their level of English proficiency The totals do not equal the sums of the columns because limited English proficient students and Section 504 students may have been coded in other categories for excluded students

Data received from LEAs after September 14, 2000 are not included in this table

Table 13. 1999-00 End-of-Grade Multiple-Choice Test Results
Excluded Students
Grades 3-8, Continued

Grade	Category	Total Excluded	Total Students	Percent Excluded	LEP 1st Year	LEP 2nd Year	By IEP Committee	Under Section 504
6	All Students with Disabilities	3,387	14,872	22.8	18	9	3,340	20
	Behaviorally-Emotionally Handicapped	260	1,364	19.1			258	2
	Hearing Impaired	16	156	10.3	1		15	
	Educable Mentally Handicapped	1,661	2,503	66.4		1	1,659	1
	Specific Learning Disabled	766	8,128	9.4	5	4	753	4
	Speech-Language Impaired	15	354	4.2	1		13	1
	Visually Impaired	8	48	16.7			8	
	Other Health Impaired	162	1,559	10.4		1	160	1
	Orthopedically Impaired	14	53	26.4			14	
	Traumatic Brain Impaired	22	46	47.8			22	
	Other Exceptional Classifications	463	661	70.0	11	3	438	11
	Section 504	908	1,911	47.5	644	232	30	2
	Category Not Reported	34	1,279	2.7	1		2	31
	Limited English Proficient	126	83,418	0.2	49	15	38	24
	Total Grade 6*	4,403	101,345	4.3	697	247	3,382	77
Grade								
7	All Students with Disabilities	3,298	14,270	23.1	13	15	3,237	33
	Behaviorally-Emotionally Handicapped	249	1,336	18.6			249	
	Hearing Impaired	15	142	10.6			15	
	Educable Mentally Handicapped	1,651	2,576	64.1		4	1,640	7
	Specific Learning Disabled	627	7,605	8.2		4	617	6
	Speech-Language Impaired	14	249	5.6	3	2	9	
	Visually Impaired	10	51	19.6			10	
	Other Health Impaired	186	1,482	12.6		1	184	1
	Orthopedically Impaired	27	73	37.0			26	1
	Traumatic Brain Impaired	11	41	26.8			11	
	Other Exceptional Classifications	508	715	71.0	10	4	476	18
	Section 504	46	1,240	3.7		4		42
	Limited English Proficient	810	1,737	46.6	537	249	24	
	Category Not Reported	191	81,804	0.2	88	36	41	26
	Total Grade 7*	4,302	98,948	4.3	630	291	3,280	101
Grade								
8	All Students with Disabilities	2,962	12,880	23.0	20	9	2,913	20
	Behaviorally-Emotionally Handicapped	147	1,210	12.1			144	3
	Hearing Impaired	14	138	10.1			13	1
	Educable Mentally Handicapped	1,503	2,473	60.8		1	1,498	4
	Specific Learning Disabled	488	6,711	7.3	2	3	482	1
	Speech-Language Impaired	9	156	5.8			8	1
	Visually Impaired	6	42	14.3			6	
	Other Health Impaired	133	1,211	11.0			132	1
	Orthopedically Impaired	19	57	33.3			19	
	Traumatic Brain Impaired	19	44	43.2			19	
	Other Exceptional Classifications	624	838	74.5	18	5	592	9
	Section 504	25	1,117	2.2			1	24
	Limited English Proficient	709	1,613	44.0	508	187	14	
	Category Not Reported	153	80,162	0.2	66	33	38	16
	Total Grade 8*	3,812	95,669	4.0	576	221	2,955	60

Notes: *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of enrollment in the LEA depending on their level of English proficiency. The totals do not equal the sums of the columns because limited English proficient students and Section 504 students may have been coded in other categories for excluded students.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 13. 1999-00 End-of-Grade Multiple-Choice Test Results
Excluded Students
Grades 3-8, Continued

Grade	Category	Total Excluded	Total Students	Percent Excluded	LEP 1st Year	LEP 2nd Year	By IEP Committee	Under Section 504
3 to 8	All Students with Disabilities	21,640	89,225	24.3	198	117	21,124	201
	Behaviorally-Emotionally Handicapped	1,400	7,049	19.9	1		1,390	9
	Hearing Impaired	139	915	15.2	2	1	132	4
	Educable Mentally Handicapped	9,937	14,565	68.2	8	11	9,881	37
	Specific Learning Disabled	4,896	45,959	10.7	35	35	4,796	30
	Speech-Language Impaired	172	5,746	3.0	17	13	138	4
	Visually Impaired	52	324	16.0			50	2
	Other Health Impaired	1,223	9,008	13.6	4	3	1,201	15
	Orthopedically Impaired	138	405	34.1			135	3
	Traumatic Brain Impaired	114	264	43.2	1		112	1
	Other Exceptional Classifications	3,569	4,990	71.5	130	54	3,289	96
	Section 504	281	8,395	3.3	1	5	4	271
	Limited English Proficient	5,833	13,018	44.8	3,938	1,672	214	9
	Category Not Reported	933	501,707	0.2	375	170	249	139
	Total Exclusions 3-8	28,208	611,201	4.6	4,345	1,856	21,391	616

Notes *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of enrollment in the LEA depending on their level of English proficiency. The totals do not equal the sums of the columns because limited English proficient students and Section 504 students may have been coded in other categories for excluded students.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 14. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 3 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	101,064	100.0	64.8	146.5	143.5
Gender					
Male	51,289	50.8	62.7	145.7	143.5
Female	49,770	49.2	67.0	147.4	143.5
Ethnic Group					
American Indian	1,501	1.5	52.4	143.0	140.5
Asian	1,634	1.6	72.2	147.9	146.9
Black	30,948	30.6	43.7	142.0	137.6
Hispanic	3,558	3.5	52.6	143.1	140.7
Multi-Racial	1,615	1.6	66.7	147.2	143.8
White	61,775	61.1	76.2	149.0	146.6
Other	25	0.0	•	•	•
Parental Education					
Did not finish high school	11,388	11.4	36.6	139.9	136.4
High school graduate	42,365	42.4	56.0	144.3	140.9
Some Additional after H.S.	8,860	8.9	68.4	147.1	144.0
Trade or business school	3,556	3.6	69.9	147.2	144.0
Community college	9,529	9.5	74.3	148.3	145.6
Four year college	20,126	20.1	87.2	152.2	150.0
Graduate school	4,150	4.2	92.9	154.8	153.2
Hours Watching TV (each school day)					
None	9,249	9.2	53.8	144.5	140.7
1 hour	36,447	36.3	66.4	147.0	144.0
2 hours	21,087	21.0	69.5	147.5	145.0
3 hours	13,650	13.6	69.2	147.3	144.6
Between 4 and 5 hours	9,589	9.6	67.6	146.9	144.1
More than 6 hours	10,258	10.2	52.9	143.6	140.1
Hours of Homework (per week)					
None assigned	3,383	3.4	35.2	139.9	135.4
1 hour or less	35,561	35.4	63.5	146.0	142.8
1 to 3 hours	28,197	28.1	69.6	147.7	144.9
More than 3, less than 5 hours	15,007	14.9	69.8	147.9	145.3
Between 5-10 hours	11,578	11.5	70.3	147.9	145.5
More than 10 hours	4,515	4.5	60.9	145.4	142.3
Assigned but not done	2,246	2.2	22.4	137.1	132.3
Days Absent (so far this year)					
0-7 days	72,181	71.7	67.1	147.0	144.2
8-14 days	21,129	21.0	62.2	145.8	142.5
15-21 days	5,312	5.3	54.2	144.2	140.4
More than 21 days	1,979	2.0	42.9	141.7	136.9

Notes "N" is the number of students who took the end-of-grade test in reading
•No scores are reported for groups with fewer than thirty students
Data received from LEAs after September 14, 2000 are not included in this table

Table 15. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 4 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	99,451	100.0	69.3	149.8	152.9
Gender					
Male	50,653	50.9	66.3	149.0	152.8
Female	48,787	49.1	72.4	150.6	153.0
Ethnic Group					
American Indian	1,390	1.4	57.6	146.5	150.1
Asian	1,647	1.7	75.7	151.3	157.0
Black	29,662	29.8	48.9	144.8	147.3
Hispanic	3,166	3.2	57.0	146.2	150.2
Multi-Racial	1,323	1.3	71.6	150.1	152.7
White	62,237	62.6	79.6	152.3	155.6
Other	14	0.0	*	*	*
Parental Education					
Did not finish high school	10,314	10.5	39.8	142.8	146.0
High school graduate	41,513	42.2	61.1	147.3	150.4
Some Additional after H.S.	8,429	8.6	72.8	150.2	153.0
Trade or business school	3,952	4.0	73.0	150.4	153.5
Community college	9,475	9.6	77.8	151.3	154.5
Four year college	20,340	20.7	89.5	155.4	158.7
Graduate school	4,444	4.5	95.0	158.7	162.3
Hours Watching TV (each school day)					
None	6,641	6.7	61.7	148.7	151.4
1 hour	32,341	32.7	71.1	150.4	153.4
2 hours	23,783	24.1	74.5	151.1	154.4
3 hours	15,868	16.1	72.1	150.2	153.5
Between 4 and 5 hours	10,847	11.0	68.5	149.1	152.4
More than 6 hours	9,312	9.4	52.2	145.5	148.4
Hours of Homework (per week)					
None assigned	1,875	1.9	40.0	142.7	145.4
1 hour or less	33,046	33.4	63.9	148.2	151.0
1 to 3 hours	33,946	34.3	73.7	150.8	153.9
More than 3, less than 5 hours	14,352	14.5	74.7	151.5	154.9
Between 5-10 hours	11,149	11.3	76.0	151.9	155.5
More than 10 hours	3,367	3.4	66.3	149.0	152.4
Assigned but not done	1,218	1.2	23.0	139.5	142.2
Days Absent (so far this year)					
0-7 days	71,289	72.0	71.4	150.3	153.6
8-14 days	20,362	20.6	66.7	149.1	151.9
15-21 days	5,215	5.3	59.4	147.5	149.8
More than 21 days	2,102	2.1	49.5	145.5	147.2

Notes "N" is the number of students who took the end-of-grade test in reading
*No scores are reported for groups with fewer than thirty students
Data received from LEAs after September 14, 2000 are not included in this table

Table 16. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 5 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	98,099	100.0	74.0	155.3	159.5
Gender					
Male	49,013	50.0	71.1	154.7	159.3
Female	49,081	50.0	77.0	156.0	159.8
Ethnic Group					
American Indian	1,351	1.4	58.9	151.5	155.4
Asian	1,649	1.7	81.9	156.7	163.9
Black	29,099	29.7	55.9	150.9	154.3
Hispanic	3,008	3.1	61.8	152.1	156.3
Multi-Racial	1,079	1.1	76.5	155.9	159.5
White	61,893	63.1	83.2	157.6	162.2
Other	16	0.0	*	*	*
Parental Education					
Did not finish high school	10,318	10.6	46.4	149.0	152.6
High school graduate	39,326	40.5	66.1	153.0	156.9
Some Additional after H.S.	8,229	8.5	77.9	155.7	159.6
Trade or business school	4,002	4.1	78.3	155.7	159.9
Community college	9,597	9.9	82.6	157.0	161.3
Four year college	20,850	21.4	91.6	160.2	165.2
Graduate school	4,887	5.0	95.8	163.0	168.7
Hours Watching TV (each school day)					
None	4,487	4.6	67.2	154.6	158.7
1 hour	26,767	27.4	75.8	156.1	160.4
2 hours	25,101	25.7	79.1	156.6	161.0
3 hours	18,706	19.2	77.2	155.7	159.9
Between 4 and 5 hours	13,098	13.4	72.1	154.4	158.5
More than 6 hours	9,394	9.6	56.0	151.1	154.7
Hours of Homework (per week)					
None assigned	1,276	1.3	41.7	148.5	151.3
1 hour or less	29,198	29.9	66.3	153.3	157.0
1 to 3 hours	38,962	39.9	77.7	156.0	160.2
More than 3, less than 5 hours	14,369	14.7	79.9	157.1	162.0
Between 5-10 hours	10,574	10.8	82.9	157.9	163.0
More than 10 hours	2,314	2.4	72.5	155.1	160.2
Assigned but not done	957	1.0	28.8	145.8	148.7
Days Absent (so far this year)					
0-7 days	68,893	70.5	76.3	155.8	160.3
8-14 days	20,661	21.2	72.0	154.9	158.7
15-21 days	5,757	5.9	64.7	153.3	156.5
More than 21 days	2,374	2.4	53.2	151.1	153.5

Notes "N" is the number of students who took the end-of-grade test in reading
*No scores are reported for groups with fewer than thirty students
Data received from LEAs after September 14, 2000 are not included in this table

Table 17. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 6 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	96,489	100.0	66.1	156.3	165.1
Gender					
Male	48,703	50.5	62.4	155.3	164.7
Female	47,786	49.5	69.8	157.3	165.5
Ethnic Group					
American Indian	1,304	1.4	48.7	152.0	160.8
Asian	1,611	1.7	73.6	157.7	169.7
Black	28,582	29.6	44.1	151.2	158.9
Hispanic	2,809	2.9	52.2	152.4	161.3
Multi-Racial	983	1.0	67.9	156.8	165.2
White	61,171	63.4	77.1	158.9	168.2
Other	27	0.0	*	*	*
Parental Education					
Did not finish high school	9,313	9.8	35.6	149.1	157.6
High school graduate	37,645	39.6	55.3	153.4	161.8
Some Additional after H.S.	7,965	8.4	70.1	156.8	165.4
Trade or business school	3,520	3.7	70.4	156.6	165.5
Community college	9,585	10.1	75.0	158.0	166.8
Four year college	21,655	22.8	86.0	161.6	171.0
Graduate school	5,472	5.8	91.1	164.3	174.6
Hours Watching TV (each school day)					
None	3,497	3.6	64.7	156.9	165.6
1 hour	22,241	23.2	69.6	157.5	166.5
2 hours	25,108	26.2	73.2	157.9	167.1
3 hours	20,516	21.4	67.8	156.4	165.2
Between 4 and 5 hours	14,811	15.4	62.4	155.0	163.5
More than 6 hours	9,798	10.2	43.3	151.0	159.1
Hours of Homework (per week)					
None assigned	1,348	1.4	29.5	147.4	155.1
1 hour or less	27,176	28.3	53.5	153.3	161.7
1 to 3 hours	42,804	44.6	70.1	157.0	165.7
More than 3, less than 5 hours	13,427	14.0	76.6	159.2	168.7
Between 5-10 hours	8,532	8.9	81.2	160.7	170.7
More than 10 hours	1,573	1.6	70.8	157.9	167.8
Assigned but not done	1,198	1.2	24.1	146.6	153.9
Days Absent (so far this year)					
0-7 days	62,671	65.3	71.1	157.4	166.7
8-14 days	22,205	23.1	62.1	155.4	163.7
15-21 days	6,911	7.2	52.6	153.2	160.9
More than 21 days	4,134	4.3	36.0	149.7	156.7

Notes "N" is the number of students who took the end-of-grade test in reading
*No scores are reported for groups with fewer than thirty students
Data received from LEAs after September 14, 2000 are not included in this table

Table 18. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 7 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	94,031	100.0	70.8	160.2	171.0
Gender					
Male	47,501	50.5	67.6	159.4	170.8
Female	46,529	49.5	74.2	161.0	171.3
Ethnic Group					
American Indian	1,433	1.5	55.4	156.2	167.3
Asian	1,524	1.6	78.4	161.7	175.7
Black	27,526	29.3	50.5	156.1	164.5
Hispanic	2,679	2.8	56.6	156.8	166.7
Multi-Racial	855	0.9	71.7	160.0	170.5
White	59,995	63.8	81.0	162.3	174.2
Other	15	0.0	*	*	*
Parental Education					
Did not finish high school	7,694	8.3	39.8	153.4	162.9
High school graduate	37,140	40.0	60.4	157.6	167.4
Some Additional after H.S.	7,713	8.3	74.2	160.5	171.1
Trade or business school	3,268	3.5	73.6	160.2	170.8
Community college	9,694	10.4	79.0	161.5	172.5
Four year college	21,548	23.2	89.0	164.6	177.1
Graduate school	5,754	6.2	93.3	167.0	181.0
Hours Watching TV (each school day)					
None	2,880	3.1	67.5	160.4	171.4
1 hour	19,545	20.9	75.7	161.6	173.2
2 hours	24,470	26.2	77.7	161.7	173.3
3 hours	20,977	22.5	72.1	160.2	170.9
Between 4 and 5 hours	15,897	17.0	66.2	158.8	168.9
More than 6 hours	9,665	10.3	51.1	156.0	165.0
Hours of Homework (per week)					
None assigned	1,406	1.5	34.3	152.6	160.9
1 hour or less	24,320	26.0	58.1	157.4	167.4
1 to 3 hours	42,569	45.5	73.5	160.5	171.1
More than 3, less than 5 hours	13,691	14.6	81.7	162.8	174.9
Between 5-10 hours	8,623	9.2	87.2	164.5	177.3
More than 10 hours	1,446	1.5	84.9	164.2	177.3
Assigned but not done	1,486	1.6	36.5	153.2	162.1
Days Absent (so far this year)					
0-7 days	58,362	62.4	75.8	161.2	172.7
8-14 days	22,246	23.8	68.5	159.7	169.9
15-21 days	7,664	8.2	58.9	157.7	167.1
More than 21 days	5,224	5.6	43.7	154.8	163.0

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 19. 1999-00 End-of-Grade Multiple-Choice Test Results
Characteristics and Performance of Grade 8 Students

	N	Percent	Percent at or above Level III in both Reading and Mathematics	Average Scale Score **Reading**	Average Scale Score **Mathematics**
All Students	90,984	100.0	75.0	162.7	175.3
Gender					
Male	45,772	50.3	71.7	161.9	175.1
Female	45,212	49.7	78.3	163.5	175.6
Ethnic Group					
American Indian	1,311	1.4	65.4	159.7	171.9
Asian	1,611	1.8	81.4	163.7	179.5
Black	25,860	28.4	55.4	158.4	168.5
Hispanic	2,367	2.6	61.2	159.1	171.0
Multi-Racial	726	0.8	74.8	162.8	174.8
White	59,090	64.9	84.2	164.7	178.5
Other	13	0.0	*	*	*
Parental Education					
Did not finish high school	7,340	8.2	45.0	156.0	166.5
High school graduate	33,093	36.8	65.1	160.1	171.5
Some Additional after H.S.	8,026	8.9	79.1	163.1	175.4
Trade or business school	3,001	3.3	77.3	162.6	174.8
Community college	10,896	12.1	82.6	163.9	176.9
Four year college	21,392	23.8	89.7	166.6	180.9
Graduate school	6,127	6.8	94.3	168.9	184.8
Hours Watching TV (each school day)					
None	2,674	3.0	73.2	163.5	176.7
1 hour	18,659	20.6	79.8	164.2	177.8
2 hours	23,233	25.7	81.0	164.1	177.4
3 hours	21,053	23.3	76.5	162.7	175.3
Between 4 and 5 hours	16,022	17.7	70.2	161.2	172.8
More than 6 hours	8,821	9.8	56.1	158.5	169.2
Hours of Homework (per week)					
None assigned	1,490	1.6	36.6	154.6	164.5
1 hour or less	20,225	22.3	62.1	159.7	171.1
1 to 3 hours	41,129	45.4	76.0	162.6	174.9
More than 3, less than 5 hours	15,105	16.7	85.3	165.1	179.1
Between 5-10 hours	9,618	10.6	90.3	166.9	181.9
More than 10 hours	1,621	1.8	88.2	167.0	182.5
Assigned but not done	1,344	1.5	47.3	157.1	168.3
Days Absent (so far this year)					
0-7 days	54,217	59.9	80.4	163.9	177.3
8-14 days	21,769	24.1	73.4	162.2	174.3
15-21 days	8,232	9.1	64.9	160.4	171.5
More than 21 days	6,271	6.9	48.1	157.3	166.9

Notes: "N" is the number of students who took the end-of-grade test in reading.
*No scores are reported for groups with fewer than thirty students.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 20. 1999-00 Number of Students Tested, Excluded, and Absent
End-of-Grade 3

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent
Total	106,385	101,064	95.0	4,838	4.6	483	0.5	101,572	95.5	4,326	4.1	487	0.5
Female	51,752	49,770	96.2	1,765	3.4	217	0.4	49,884	96.4	1,649	3.2	219	0.4
Male	54,626	51,289	93.9	3,017	5.6	266	0.5	51,683	94.6	2,675	4.9	268	0.5
Asian	1,468	1,325	90.3	132	9.0	11	0.8	1,326	90.3	130	8.9	12	0.8
Black	33,051	300,948	93.6	1,934	5.9	169	0.5	31,172	94.3	1,709	5.2	170	0.5
Hispanic	4,174	3,183	76.3	974	23.3	17	0.4	3,217	77.1	942	22.6	15	0.4
American Indian	1,601	1,501	93.8	99	6.2	1	0.1	1,517	94.8	83	5.2	1	0.1
Multi-Racial	1,666	1,615	96.9	46	2.8	5	0.3	1,620	97.2	42	2.5	4	0.2
White	63,540	61,775	97.2	1,488	2.3	277	0.4	61,994	97.6	1,263	2.0	283	0.5
Title I	45,506	42,913	94.3	2,388	5.3	205	0.5	43,165	94.9	2,132	4.7	209	0.5
Statewide Program	41,153	38,739	94.1	2,234	5.4	180	0.4	38,973	94.7	1,997	4.9	183	0.4
Targeted Assistance	4,353	4,174	95.9	154	3.5	25	0.6	4,192	96.3	135	3.1	26	0.6
Migrant	857	682	79.6	174	20.3	1	0.1	688	80.3	168	19.6	1	0.1
Limited English Proficient	2,966	1,766	59.5	1,188	40.1	12	0.4	1,794	60.5	1,161	39.1	11	0.4
Disability	15,376	11,645	75.7	3,615	23.5	116	0.8	12,142	79.0	3,116	20.3	118	0.8
Behaviorally-Emotionally Handicapped	907	676	74.5	213	23.5	18	2.0	707	78.0	183	20.2	17	1.9
Hearing Impaired	175	138	78.9	37	21.1	0	0.0	139	79.4	35	20.0	1	0.6
Educable Mentally Handicapped	2,140	564	26.4	1,566	73.2	10	0.5	618	28.9	1,513	70.7	9	0.4
Specific Learning Disabled	7,057	6,149	87.1	856	12.1	52	0.7	6,528	92.5	475	6.7	54	0.8
Speech-Language Impaired	2,550	2,483	97.4	53	2.1	14	0.6	2,488	97.6	46	1.8	16	0.6
Visually Impaired	71	60	84.5	9	12.7	2	2.8	61	85.9	9	12.7	1	1.4
Other Health Impaired	1,462	1,256	85.9	190	13.0	16	1.1	1,278	87.4	168	11.5	16	1.1
Orthopedically Impaired	63	46	73.0	17	27.0	0	0.0	48	76.2	15	23.8	0	0.0
Traumatic Brain Injury	35	24	68.6	10	28.6	1	2.9	25	71.4	9	25.7	1	2.9
Other Exceptional Classification	916	249	27.2	664	72.5	3	0.3	250	27.3	663	72.4	3	0.3
Section 504	1,611	1,560	96.8	35	2.2	16	1.0	1,561	96.9	34	2.1	16	1.0

Notes Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools

Table 21. 1999-00 Number of Students Tested, Excluded, and Absent
End-of-Grade 4

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent
Total	105,115	99,451	94.6	5,209	5.0	455	0.4	99,990	95.1	4,667	4.4	458	0.4
Female	50,847	48,787	96.0	1,863	3.7	197	0.4	48,889	96.2	1,764	3.5	194	0.4
Male	54,255	50,653	93.4	3,344	6.2	258	0.5	51,091	94.2	2,901	5.4	263	0.5
Asian	1,847	1,647	89.2	190	10.3	10	0.5	1,649	89.3	187	10.1	11	0.6
Black	32,047	29,662	92.6	2,225	6.9	160	0.5	29,932	93.4	1,956	6.1	159	0.5
Hispanic	4,223	3,166	75.0	1,037	24.6	20	0.5	3,197	75.7	1,006	23.8	20	0.5
American Indian	1,502	1,390	92.5	111	7.4	1	0.1	1,403	93.4	96	6.4	3	0.2
Multi-Racial	1,363	1,323	96.7	37	2.7	8	0.6	1,328	97.1	33	2.4	7	0.5
White	64,095	62,237	97.1	1,602	2.5	256	0.4	62,454	97.4	1,384	2.2	257	0.4
Title I	42,691	39,994	93.7	2,521	5.9	176	0.4	40,275	94.3	2,235	5.2	181	0.4
Statewide Program	39,587	36,996	93.5	2,438	6.2	153	0.4	37,265	94.1	2,165	5.5	157	0.4
Targeted Assistance	3,104	2,998	96.6	83	2.7	23	0.7	3,010	97.0	70	2.3	24	0.8
Migrant	829	647	78.1	178	21.5	4	0.5	650	78.4	174	21.0	5	0.6
Limited English Proficient	2,548	1,407	55.2	1,121	44.0	20	0.8	1,424	55.9	1,104	43.3	20	0.8
Disability	15,961	11,788	73.9	4,032	25.3	141	0.9	12,309	77.1	3,512	22.0	140	0.9
Behaviorally-Emotionally Handicapped	1,096	818	74.6	262	23.9	16	1.5	845	77.1	234	21.4	17	1.6
Hearing Impaired	154	124	80.5	29	18.8	1	0.7	124	80.5	29	18.8	1	0.7
Educable Mentally Handicapped	2,429	564	23.2	1,855	76.4	10	0.4	628	25.9	1,790	73.7	11	0.5
Specific Learning Disabled	8,020	6,954	86.7	985	12.3	81	1.0	7,343	91.6	595	7.4	82	1.0
Speech-Language Impaired	1,602	1,550	96.8	43	2.7	9	0.6	1,555	97.1	39	2.4	8	0.5
Visually Impaired	57	47	82.5	10	17.5	0	0.0	50	87.7	7	12.3	0	0.0
Other Health Impaired	1,673	1,386	82.9	272	16.3	15	0.9	1,407	84.1	251	15.0	15	0.9
Orthopedically Impaired	67	46	68.7	20	29.9	1	1.5	47	70.2	20	29.9	0	0.0
Traumatic Brain Injury	40	20	50.0	20	50.0	0	0.0	22	55.0	18	45.0	0	0.0
Other Exceptional Classification	823	279	33.9	536	65.1	8	1.0	288	35.0	529	64.3	6	0.7
Section 504	1,936	1,873	96.8	50	2.6	13	0.7	1,880	97.1	42	2.2	14	0.7

Notes Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools

Table 22. 1999-00 Number of Students Tested, Excluded, and Absent
End-of-Grade 5

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent
Total	103,739	98,099	94.6	5,191	5.0	449	0.4	98,558	95.0	4,714	4.5	467	0.5
Female	51,181	49,081	95.9	1,893	3.7	207	0.4	49,146	96.0	1,822	3.6	213	0.4
Male	52,552	49,013	93.3	3,297	6.3	242	0.5	49,406	94.0	2,892	5.5	254	0.5
Asian	1,840	1,649	89.6	175	9.5	16	0.9	1,668	90.7	155	8.4	17	0.9
Black	31,459	29,099	92.5	2,237	7.1	123	0.4	29,331	93.2	2,006	6.4	122	0.4
Hispanic	3,997	3,008	75.3	969	24.2	20	0.5	3,044	76.2	932	23.3	21	0.5
American Indian	1,464	1,351	92.3	106	7.2	7	0.5	1,362	93.0	93	6.4	9	0.6
Multi-Racial	1,133	1,079	95.2	40	3.5	14	1.2	1,083	95.6	35	3.1	15	1.3
White	63,823	61,893	97.0	1,662	2.6	268	0.4	62,050	97.2	1,491	2.3	282	0.4
Title I	40,406	37,794	93.5	2,458	6.1	154	0.4	38,044	94.2	21,989	5.4	164	0.4
Statewide Program	37,733	35,204	93.3	2,390	6.3	139	0.4	35,451	94.0	2,134	5.7	148	0.4
Targeted Assistance	2,673	2,590	96.9	68	2.5	15	0.6	2,593	97.0	64	2.4	16	0.6
Migrant	893	673	75.4	215	24.1	5	0.6	676	75.7	212	23.7	5	0.6
Limited English Proficient	2,243	1,213	54.1	1,019	45.4	11	0.5	1,240	55.3	992	44.2	11	0.5
Disability	15,866	11,593	73.1	4,162	26.2	449	0.7	12,041	75.9	3,708	23.4	117	0.7
Behaviorally-Emotionally Handicapped	1,136	870	76.6	244	21.5	22	1.9	891	78.4	220	19.4	25	2.2
Hearing Impaired	150	121	80.7	25	16.7	4	2.7	125	83.3	22	14.7	3	2.0
Educable Mentally Handicapped	2,444	637	26.1	1,802	73.7	5	0.2	670	27.4	1,768	72.3	6	0.3
Specific Learning Disabled	8,438	7,403	87.7	975	11.6	60	0.7	7,773	92.1	602	7.1	63	0.8
Speech-Language Impaired	835	791	94.7	41	4.9	3	0.4	794	95.1	36	4.3	5	0.6
Visually Impaired	55	48	87.3	7	12.7	0	0.0	48	87.3	7	12.7	0	0.0
Other Health Impaired	1,621	1,384	85.4	223	13.8	14	0.9	1,399	86.3	210	13.0	12	0.7
Orthopedically Impaired	92	60	65.2	32	34.8	0	0.0	58	63.0	34	37.0	0	0.0
Traumatic Brain Injury	58	31	53.5	27	46.6	0	0.0	32	55.2	26	44.8	0	0.0
Other Exceptional Classification	1,037	248	23.9	786	75.8	3	0.3	251	24.2	783	75.5	3	0.3
Section 504	1,966	1,941	98.7	19	1.0	6	0.3	1,941	98.7	18	0.9	7	0.4

Notes Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools

Table 23. 1999-00 Number of Students Tested, Excluded, and Absent
End-of-Grade 6

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent
Total	101,345	96,489	95.2	4,292	4.2	564	0.6	96,708	95.4	4,069	4.0	568	0.6
Female	49,574	47,786	96.4	1,573	3.2	215	0.4	47,828	96.5	1,539	3.1	207	0.4
Male	51,771	48,703	94.1	2,719	5.3	349	0.7	48,880	94.4	2,530	4.9	361	0.7
Asian	1,723	1,611	93.5	106	6.2	6	0.4	1,616	93.8	100	5.8	7	0.4
Black	30,691	28,582	93.1	1,888	6.2	221	0.7	28,705	93.5	1,769	5.8	217	0.7
Hispanic	3,677	2,809	76.4	834	22.7	34	0.9	2,828	76.9	819	22.3	30	0.8
American Indian	1,403	1,304	92.9	91	6.5	8	0.6	1,310	93.4	83	5.9	10	0.7
Multi-Racial	1,026	983	95.8	35	3.4	8	0.8	985	96.0	32	3.1	9	0.9
White	62,789	61,171	97.4	1,331	2.1	287	0.5	61,235	97.5	1,259	2.0	295	0.5
Title I	18,412	17,335	94.2	986	5.4	91	0.5	17,412	94.6	915	5.0	85	0.5
Statewide Program	16,423	15,454	94.1	897	5.5	72	0.4	15,525	94.5	829	5.1	69	0.4
Targeted Assistance	1,989	1,881	94.6	89	4.5	19	1.0	1,887	94.9	86	4.3	16	0.8
Migrant	482	338	70.1	139	28.8	5	1.0	335	69.5	141	29.3	6	1.2
Limited English Proficient	1,911	976	51.1	918	48.0	17	0.9	993	52.0	903	47.3	15	0.8
Disability	14,872	11,399	76.7	3,309	22.3	164	1.1	11,602	78.0	3,097	20.8	173	1.2
Behaviorally-Emotionally Handicapped	1,364	1,072	78.6	250	18.3	42	3.1	1,067	78.2	248	18.2	49	3.6
Hearing Impaired	156	141	90.4	13	8.3	2	1.3	142	91.0	12	7.7	2	1.3
Educable Mentally Handicapped	2,503	823	32.9	1,672	66.8	8	0.3	830	33.2	1,661	66.4	12	0.5
Specific Learning Disabled	8,128	7,323	90.1	712	8.8	93	1.1	7,530	92.6	514	6.3	84	1.0
Speech-Language Impaired	354	341	96.3	12	3.4	1	0.3	342	96.6	11	3.1	1	0.3
Visually Impaired	48	40	83.3	8	16.7	0	0.0	40	83.3	8	16.7	0	0.0
Other Health Impaired	1,559	1,394	89.4	148	9.5	17	1.1	1,390	89.2	146	9.4	23	1.5
Orthopedically Impaired	53	40	75.5	12	22.6	1	1.9	38	71.7	14	26.4	1	1.9
Traumatic Brain Injury	46	25	54.4	21	45.7	0	0.0	25	54.4	21	45.7	0	0.0
Other Exceptional Classification	661	200	30.3	461	69.7	0	0.0	198	30.0	462	69.9	1	0.2
Section 504	1,451	1,428	98.4	13	0.9	10	0.7	1,428	98.4	13	0.9	10	0.7

Notes Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools

Table 24. 1999-00 Number of Students Tested, Excluded, and Absent
End-of-Grade 7

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent
Total	98,948	94,031	95.0	4,205	4.3	712	0.7	94,124	95.1	4,063	4.0	761	0.8
Female	48,307	46,529	96.3	1,513	3.1	265	0.6	46,533	96.3	1,489	3.1	285	0.6
Male	50,640	47,501	93.8	2,692	5.3	447	0.9	47,590	94.0	2,574	5.1	476	0.9
Asian	1,634	1,524	93.3	100	6.1	10	0.6	1,531	93.7	95	5.8	8	0.5
Black	29,577	27,526	93.1	1,804	6.1	247	0.8	27,555	93.1	1,745	5.9	277	0.9
Hispanic	3,540	2,679	75.7	839	23.7	22	0.6	2,694	76.1	825	23.3	21	0.6
American Indian	1,559	1,433	91.9	117	7.5	9	0.6	1,442	92.5	107	6.9	10	0.6
Multi-Racial	896	855	95.4	28	3.1	13	1.5	857	95.7	26	2.9	13	1.5
White	61,717	59,995	97.2	1,313	2.1	409	0.7	60,024	97.3	1,262	2.0	431	0.7
Title I	16,717	15,675	93.8	925	5.5	117	0.7	15,720	94.0	878	5.3	119	0.7
Statewide Program	14,953	14,017	93.7	836	5.6	100	0.7	14,062	94.0	790	5.3	101	0.7
Targeted Assistance	1,764	1,658	94.0	89	5.1	17	1.0	1,658	94.0	88	5.0	18	1.0
Migrant	404	270	66.8	134	33.2	0	0.0	273	67.6	129	31.9	2	0.5
Limited English Proficient	1,737	915	52.7	811	46.7	11	0.6	928	53.4	796	45.8	13	0.8
Disability	14,270	10,830	75.9	3,248	22.8	192	1.4	10,934	76.6	3,123	21.9	213	1.5
Behaviorally-Emotionally Handicapped	1,336	1,048	78.4	241	18.0	47	3.5	1,044	78.1	237	17.7	55	4.1
Hearing Impaired	142	126	88.7	16	11.3	0	0.0	129	90.9	12	9.2	0	0.0
Educable Mentally Handicapped	2,576	883	34.3	1,672	64.9	21	0.8	889	34.5	1,663	64.6	24	0.9
Specific Learning Disabled	7,605	6,927	91.1	580	7.6	98	1.3	7,025	92.4	470	6.2	110	1.5
Speech-Language Impaired	249	233	93.6	14	5.6	2	0.8	233	93.6	13	5.2	3	1.2
Visually Impaired	51	42	82.4	8	15.7	1	2.0	42	82.4	8	15.7	1	2.0
Other Health Impaired	1,482	1,292	87.2	171	11.5	19	1.3	1,290	87.0	174	11.7	18	1.2
Orthopedically Impaired	73	47	64.4	26	35.6	0	0.0	47	64.4	26	35.6	0	0.0
Traumatic Brain Injury	41	30	73.2	11	26.8	0	0.0	30	73.2	11	26.8	0	0.0
Other Exceptional Classification	715	202	28.3	509	71.2	4	0.6	205	28.7	508	71.1	2	0.3
Section 504	1,418	1,380	97.3	29	2.1	9	0.6	1,377	97.1	30	2.1	11	0.8

Notes Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools

Table 25. 1999-00 Number of Students Tested, Excluded, and Absent
End-of-Grade 8

Subgroup	Membership	Reading						Mathematics					
		Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent	Number Tested	Percent Tested	Number Excluded	Percent Excluded	Number Absent	Percent Absent
Total	95,669	90,984	95.1	3,702	3.9	983	1.0	91,053	95.2	3,616	3.8	1,000	1.1
Female	46,961	45,212	96.3	3	0.0	387	0.8	45,208	96.3	1,359	2.9	394	0.8
Male	48,707	45,772	94.0	5	0.0	595	1.2	45,845	94.1	2,257	4.6	605	1.2
Asian	1,734	1,611	92.9	7	0.4	5	0.3	1,622	93.5	106	6.1	6	0.4
Black	27,833	25,860	92.9	6	0.0	406	1.5	25,887	93.0	1,537	5.5	409	1.5
Hispanic	3,066	2,367	77.2	22	0.7	39	1.3	2,376	77.5	651	21.2	39	1.3
American Indian	1,399	1,311	93.7	5	0.4	17	1.2	1,310	93.6	70	5.0	19	1.4
Multi-Racial	753	726	96.4	3	0.4	8	1.1	725	96.3	19	2.5	9	1.2
White	60,857	59,090	97.1	2	0.0	506	0.8	59,111	97.1	1,229	2.0	517	0.9
Title I	16,326	15,307	93.8	5	0.0	217	1.3	15,325	93.9	777	4.8	224	1.4
Statewide Program	14,653	13,743	93.8	5	0.0	188	1.3	13,762	93.9	697	4.8	194	1.3
Targeted Assistance	1,673	1,564	93.5	5	0.3	29	1.7	1,563	93.4	80	4.8	30	1.8
Migrant	517	394	76.2	22	4.3	11	2.1	397	76.8	111	21.5	9	1.7
Limited English Proficient	1,613	876	54.3	45	2.8	15	0.9	891	55.2	704	43.7	18	1.1
Disability	12,880	9,795	76.1	22	0.2	214	1.7	9,855	76.5	2,801	21.8	224	1.7
Behaviorally-Emotionally Handicapped	1,210	1,000	82.6	134	11.1	76	6.3	999	82.6	135	11.2	76	6.3
Hearing Impaired	138	121	87.7	13	9.4	4	2.9	123	89.1	11	8.0	4	2.9
Educable Mentally Handicapped	2,473	945	38.2	1,510	61.1	18	0.7	952	98.5	1,504	60.8	17	0.7
Specific Learning Disabled	6,711	6,209	92.5	405	6.0	97	1.5	6,268	93.4	342	5.1	101	1.5
Speech-Language Impaired	156	145	93.0	10	6.4	1	0.6	144	92.3	11	7.1	1	0.6
Visually Impaired	42	36	85.7	6	14.3	0	0.0	36	85.7	6	14.3	0	0.0
Other Health Impaired	1,211	1,082	89.4	116	9.6	13	1.1	1,075	88.8	118	9.7	18	1.5
Orthopedically Impaired	57	37	64.9	19	33.3	1	1.8	37	64.9	19	33.3	1	1.8
Traumatic Brain Injury	44	26	59.1	17	38.6	1	2.3	26	59.1	17	38.6	1	2.3
Other Exceptional Classification	838	194	23.2	641	76.5	3	0.4	195	23.3	638	76.1	5	0.6
Section 504	1,286	1,264	98.3	12	0.9	10	0.8	1,264	98.3	12	0.9	10	0.8

Notes: Data includes information received by August 1, 2000 from public (including charter) and Department of Health and Human Services schools.

Table 26. 1999-00 End-of-Grade Grade 3 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	146.5	101,064	56/55†	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	66.7
OBJ 2.1: Identify, collect or select information and ideas.			62	68.7
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			50	64.2
OBJ 2.3: Apply, extend, and expand on information and concepts.			19	66.6
GOAL 3: Use language for critical analysis and evaluation.			36	56.0
MATHEMATICS (Average of Averages)	143.5	101,572	80	
Math Computation			36	86.7
Math Applications			204	68.8
GOAL 1: Identify and use numbers to 1000 and beyond.			24	66.3
GOAL 2: Understand and use of geometry.			24	74.0
GOAL 3: Understand classification, pattern and seriation.			24	67.3
GOAL 4: Understand and use standard units of metric and customary measure.			36	70.5
GOAL 5: Use mathematical reasoning and solve problems.			36	61.8
GOAL 6: Understand data collection, display, and interpretation.			24	67.5
GOAL 7: Compute with whole numbers.			72	80.4

NUMBER OF STUDENTS TAKING FORM	O	P	Q
	25,703	26,192	49,677

Notes: †Reading forms O and Q contain 56 questions. Form P contains 55 questions.

*"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after November 15, 2000 are not included in this table.

Table 27. 1999-00 End-of-Grade Grade 4 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	149.8	99,451	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			0	
GOAL 2: Use language for the acquisition, interpretation, and application of information.			159	64.6
OBJ 2.1: Identify, collect or select information and ideas.			61	70.9
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			71	60.2
OBJ 2.3: Apply, extend, and expand on information and concepts.			27	62.3
GOAL 3: Use language for critical analysis and evaluation.			36	62.7
MATHEMATICS (Average of Averages)	152.9	99,990	80	
Math Computation			36	81.9
Math Applications			204	63.9
GOAL 1: Identify and use rational numbers.			36	72.6
GOAL 2: Understand and use properties and relationships of geometry.			21	65.0
GOAL 3: Understanding of patterns and relationships.			21	61.7
GOAL 4: Understand and use standard units of metric and customary measure.			36	55.9
GOAL 5: Solve problems and reason mathematically.			36	60.2
GOAL 6: Understanding and use of graphing, probability, and statistics.			21	60.2
GOAL 7: Compute with rational numbers.			69	76.2

	O	P	Q
NUMBER OF STUDENTS TAKING FORM	25,164	25,256	49,570

Notes: *"Number of Observations" includes students who attempted at least one item on the test.

**"Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after November 15, 2000 are not included in this table.

Table 28. 1999-00 End-of-Grade Grade 5 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	155.3	98,099	65/64†	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			12	64.9
GOAL 2: Use language for the acquisition, interpretation, and application of information.			131	69.7
OBJ 2.1: Identify, collect or select information and ideas.			58	75.3
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			51	67.5
OBJ 2.3: Apply, extend, expand on information, concepts.			22	60.4
GOAL 3: Use language for critical analysis and evaluation.			52	61.8
MATHEMATICS (Average of Averages)	159.5	98,558	80	
Math Computation			36	77.0
Math Applications			204	62.7
GOAL 1: Identify and use rational numbers.			36	71.5
GOAL 2: Understand and use properties and relationships of geometry.			31	67.4
GOAL 3: Understanding of patterns and relationships.			24	60.7
GOAL 4: Understand and use standard units of metric and customary measure.			24	51.7
GOAL 5: Solve problems and reason mathematically.			35	61.0
GOAL 6: Understanding and use of graphing, probability, and statistics.			24	58.6
GOAL 7: Compute with rational numbers.			66	70.5

NUMBER OF STUDENTS TAKING FORM	I	J	P
	24,451	24,586	49,521

Notes: † Reading forms I and P contain 65 questions. Form J contains 64 questions.

* "Number of Observations" includes students who attempted at least one item on the test.

** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after November 15, 2000 are not included in this table.

Table 29. 1999-00 End-of-Grade Grade 6 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	156.3	96,489	65	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			16	63.8
GOAL 2: Use language for the acquisition, interpretation, and application of information.			149	65.8
OBJ 2.1: Identify, collect or select information and ideas.			49	71.6
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			83	62.5
OBJ 2.3: Apply, extend, and expand on information and concepts.			17	65.7
GOAL 3: Use language for critical analysis and evaluation.			30	62.2
MATHEMATICS (Average of Averages)	165.1	96,708	80	
Math Computation			36	61.3
Math Applications			204	56.6
GOAL 1: Understand and use rational numbers.			27	60.8
GOAL 2: Understand and use of properties and relationships of geometry.			27	61.1
GOAL 3: Understanding of patterns, relationships, and pre-algebra.			24	64.6
GOAL 4: Understanding and use of measurement.			24	51.7
GOAL 5: Solve problems and reason mathematically.			36	55.5
GOAL 6: Understanding and use of graphing, probability, and statistics.			36	51.1
GOAL 7: Compute with rational numbers.			66	58.0

NUMBER OF STUDENTS TAKING FORM	O	P	Q
	24,626	24,279	47,803

Notes: * "Number of Observations" includes students who attempted at least one item on the test.
** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.
Data received from LEAs after November 15, 2000 are not included in this table.

Table 30. 1999-00 End-of-Grade Grade 7 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	160.2	94,030	66	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			16	70.0
GOAL 2: Use language for the acquisition, interpretation, and application of information.			156	69.4
OBJ 2.1: Identify, collect or select information and ideas.			60	70.7
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			77	67.8
OBJ 2.3: Apply, extend, and expand on information and concepts.			19	71.7
GOAL 3: Use language for critical analysis and evaluation.			26	67.6
MATHEMATICS (Average of Averages)	171.0	94,123	80	
Math Computation			24	60.8
Math Applications			216	58.1
GOAL 1: Understanding and use of real numbers.			24	72.5
GOAL 2: Understand and use properties and relationships of geometry.			24	54.3
GOAL 3: Understanding of pre-algebra.			36	68.5
GOAL 4: Understanding and use of measurement.			30	49.8
GOAL 5: Solve problems and reason mathematically.			42	52.1
GOAL 6: Understanding and use of probability and statistics.			24	51.9
GOAL 7: Compute with real numbers.			60	59.4

NUMBER OF STUDENTS TAKING FORM	I	P	Q
	23,520	23,428	47,175

Notes: * "Number of Observations" includes students who attempted at least one item on the test
** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective
Data received from LEAs after November 15, 2000 are not included in this table.

Table 31. 1999-00 End-of-Grade Grade 8 Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	162.7	90,983	68	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			19	62.9
GOAL 2: Use language for the acquisition, interpretation, and application of information.			158	67.5
OBJ 2.1: Identify, collect or select information and ideas.			42	69.2
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts or generalizations.			95	67.7
OBJ 2.3: Apply, extend, and expand on information and concepts.			21	63.5
GOAL 3: Use language for critical analysis and evaluation.			27	74.4
MATHEMATICS (Average of Averages)	175.3	91,052	80	
Math Computation			24	52.7
Math Applications			216	58.5
GOAL 1: Understanding and use of real numbers.			33	62.4
GOAL 2: Understand and use of properties and relationships of geometry.			24	55.4
GOAL 3: Understanding of pre-algebra.			42	59.1
GOAL 4: Understanding and use of measurement.			24	54.0
GOAL 5: Solve problems and reason mathematically.			36	55.3
GOAL 6: Understanding and use of probability and statistics.			30	56.3
GOAL 7: Compute with real numbers.			51	60.1

NUMBER OF STUDENTS TAKING FORM	N	O	P
	23,252	23,331	44,469

Notes: * "Number of Observations" includes students who attempted at least one item on the test

** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objectives.

Data received from LEAs after November 15, 2000 are not included in this table.

Table 32. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 3 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	101,064
MEAN	146.5
STANDARD DEVIATION	9.5
VARIANCE	90.0

HIGH SCORE	172
LOW SCORE	114

1999 STATE PERCENTILES	SCALE SCORE
90	158.15
75	153.50
50 (MEDIAN)	147.27
25	140.24
10	133.15

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
172	21	101064	0.02	100.00	99
171	22	101043	0.02	99.98	99
170	79	101021	0.08	99.96	99
169	66	100942	0.07	99.88	99
168	107	100876	0.11	99.81	99
167	206	100769	0.20	99.71	99
166	420	100563	0.42	99.50	99
165	347	100143	0.34	99.09	99
164	834	99796	0.83	98.75	98
163	588	98962	0.58	97.92	97
162	1988	98374	1.97	97.34	96
160	2548	96386	2.52	95.37	94
159	2146	93838	2.12	92.85	91
158	2109	91692	2.09	90.73	89
157	3254	89583	3.22	88.64	87
156	3489	86329	3.45	85.42	83
155	3459	82840	3.42	81.97	80
154	3569	79381	3.53	78.55	76
153	3541	75812	3.50	75.01	73
152	3566	72271	3.53	71.51	69
151	4452	68705	4.41	67.98	65
150	5945	64253	5.88	63.58	60
149	3378	58308	3.34	57.69	56
148	3298	54930	3.26	54.35	53
147	4770	51632	4.72	51.09	49
146	3055	46862	3.02	46.37	45
145	5054	43807	5.00	43.35	41
144	3538	38753	3.50	38.35	37
143	3248	35215	3.21	34.84	34
142	3167	31967	3.13	31.63	31
141	2918	28800	2.89	28.50	28
140	2338	25882	2.31	25.61	25
139	2833	23544	2.80	23.30	23
138	2567	20711	2.54	20.49	20
137	2014	18144	1.99	17.95	18
136	1901	16130	1.88	15.96	16
135	1824	14229	1.80	14.08	14
134	1741	12405	1.72	12.27	12
133	1579	10664	1.56	10.55	11
132	1476	9085	1.46	8.99	9
131	1319	7609	1.31	7.53	8
130	1285	6290	1.27	6.22	6
129	595	5005	0.59	4.95	5
128	561	4410	0.56	4.36	5
127	921	3849	0.91	3.81	4
126	845	2928	0.84	2.90	3
125	776	2083	0.77	2.06	2
124	473	1307	0.47	1.29	1
123	346	834	0.34	0.83	1
122	239	488	0.24	0.48	1
LESS THAN 122	249	249	0.25	0.25	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after November 15, 2000 are not included in this table

Table 33. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 3 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	101,572
MEAN	143.5
STANDARD DEVIATION	11.1
VARIANCE	122.4

HIGH SCORE	173
LOW SCORE	100

1999 STATE PERCENTILES	SCALE SCORE
90	156.82
75	151.47
50 (MEDIAN)	144.15
25	136.44
10	128.52

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
173	53	101572	0.05	100.00	99
171	191	101519	0.19	99.95	99
170	119	101328	0.12	99.76	99
168	523	101209	0.51	99.64	99
167	239	100686	0.24	99.13	99
165	878	100447	0.86	98.89	99
164	337	99569	0.33	98.03	98
162	1727	99232	1.70	97.70	97
161	1453	97505	1.43	96.00	96
160	527	96052	0.52	94.57	95
159	2310	95525	2.27	94.05	94
157	2636	93215	2.60	91.77	91
156	2780	90579	2.74	89.18	89
155	2955	87799	2.91	86.44	86
154	3045	84844	3.00	83.53	84
153	2333	81799	2.30	80.53	81
152	3157	79466	3.11	78.24	79
151	3938	76309	3.88	75.13	75
150	3110	72371	3.06	71.25	72
149	3001	69261	2.95	68.19	69
148	2986	66260	2.94	65.23	66
147	4279	63274	4.21	62.29	63
146	3495	58995	3.44	58.08	59
145	3394	55500	3.34	54.64	55
144	3817	52106	3.76	51.30	51
143	3076	48289	3.03	47.54	48
142	4147	45213	4.08	44.51	44
141	2823	41066	2.78	40.43	41
140	3708	38243	3.65	37.65	38
139	3566	34535	3.51	34.00	34
138	2355	30969	2.32	30.49	31
137	3103	28614	3.05	28.17	29
136	2137	25511	2.10	25.12	26
135	2764	23374	2.72	23.01	23
134	1883	20610	1.85	20.29	21
133	2364	18727	2.33	18.44	19
132	1672	16363	1.65	16.11	17
131	1744	14691	1.72	14.46	15
130	1443	12947	1.42	12.75	13
129	1376	11504	1.35	11.33	12
128	1039	10128	1.02	9.97	10
127	1596	9089	1.57	8.95	9
126	1032	7493	1.02	7.38	8
125	822	6461	0.81	6.36	7
124	718	5639	0.71	5.55	6
123	802	4921	0.79	4.84	5
122	608	4119	0.60	4.06	4
121	544	3511	0.54	3.46	4
120	702	2967	0.69	2.92	3
119	426	2265	0.42	2.23	2
118	348	1839	0.34	1.81	2
117	289	1491	0.28	1.47	2
116	282	1202	0.28	1.18	1
115	227	920	0.22	0.91	1
114	182	693	0.18	0.68	1
113	168	511	0.17	0.50	1
112	111	343	0.11	0.34	1
LESS THAN 112	232	232	0.23	0.23	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after November 15, 2000 are not included in this table

Table 34. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 4 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	99,451
MEAN	149.8
STANDARD DEVIATION	9.5
VARIANCE	91.1

HIGH SCORE	179
LOW SCORE	119

1999 STATE PERCENTILES	SCALE SCORE
90	161.67
75	156.70
50 (MEDIAN)	150.58
25	143.21
10	136.08

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
179	1	99451	0.00	100.00	99
177	6	99450	0.01	100.00	99
176	22	99444	0.02	99.99	99
175	45	99422	0.05	99.97	99
173	93	99377	0.09	99.93	99
172	112	99284	0.11	99.83	99
171	260	99172	0.26	99.72	99
170	258	98912	0.26	99.46	99
169	424	98654	0.43	99.20	99
168	474	98230	0.48	98.77	99
167	966	97756	0.97	98.30	98
166	1177	96790	1.18	97.32	97
165	438	95613	0.44	96.14	97
164	1986	95175	2.00	95.70	96
163	1634	93189	1.64	93.70	94
162	2471	91555	2.48	92.06	92
161	2739	89084	2.75	89.58	90
160	2863	86345	2.88	86.82	87
159	3104	83482	3.12	83.94	84
158	3219	80378	3.24	80.82	81
157	3223	77159	3.24	77.58	78
156	4038	73936	4.06	74.34	74
155	3305	69898	3.32	70.28	70
154	4660	66593	4.69	66.96	66
153	3836	61933	3.86	62.27	62
152	4511	58097	4.54	58.42	57
151	4175	53586	4.20	53.88	53
150	3395	49411	3.41	49.68	49
149	4380	46016	4.40	46.27	45
148	3060	41636	3.08	41.87	41
147	4488	38576	4.51	38.79	37
146	2229	34088	2.24	34.28	33
145	4071	31859	4.09	32.03	30
144	1909	27788	1.92	27.94	27
143	3530	25879	3.55	26.02	24
142	1797	22349	1.81	22.47	22
141	2740	20552	2.76	20.67	19
140	1896	17812	1.91	17.91	17
139	2314	15916	2.33	16.00	15
138	1744	13602	1.75	13.68	13
137	1374	11858	1.38	11.92	11
136	1292	10484	1.30	10.54	10
135	2254	9192	2.27	9.24	8
134	1196	6938	1.20	6.98	7
133	1097	5742	1.10	5.77	6
132	1003	4645	1.01	4.67	4
131	885	3642	0.89	3.66	3
130	768	2757	0.77	2.77	3
129	583	1989	0.59	2.00	2
128	482	1406	0.48	1.41	1
127	356	924	0.36	0.93	1
LESS THAN 127	568	568	0.57	0.57	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after November 15, 2000 are not included in this table

Table 35. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 4 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	99,990
MEAN	152.9
STANDARD DEVIATION	10.1
VARIANCE	102.4

HIGH SCORE	182
LOW SCORE	114

1999 STATE PERCENTILES	SCALE SCORE
90	165.80
75	160.20
50 (MEDIAN)	153.40
25	146.41
10	139.45

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
182	25	99990	0.03	100.00	99
181	42	99965	0.04	99.97	99
180	31	99923	0.03	99.93	99
179	48	99892	0.05	99.90	99
178	126	99844	0.13	99.85	99
177	154	99718	0.15	99.73	99
176	250	99564	0.25	99.57	99
175	281	99314	0.28	99.32	99
174	420	99033	0.42	99.04	99
173	414	98613	0.41	98.62	99
172	509	98199	0.51	98.21	98
171	1230	97690	1.23	97.70	98
170	764	96460	0.76	96.47	97
169	1130	95696	1.13	95.71	96
168	1327	94566	1.33	94.58	95
167	1858	93239	1.86	93.25	93
166	1988	91381	1.99	91.39	91
165	2237	89393	2.24	89.40	89
164	2244	87156	2.24	87.16	88
163	2312	84912	2.31	84.92	85
162	3025	82600	3.03	82.61	83
161	3655	79575	3.66	79.58	80
160	3117	75920	3.12	75.93	76
159	2539	72803	2.54	72.81	72
158	4616	70264	4.62	70.27	69
157	3183	65648	3.18	65.65	65
156	3225	62465	3.23	62.47	62
155	4495	59240	4.50	59.25	58
154	4447	54745	4.45	54.75	54
153	3037	50298	3.04	50.30	50
152	4284	47261	4.28	47.27	47
151	2978	42977	2.98	42.98	43
150	4528	39999	4.53	40.00	40
149	2186	35471	2.19	35.47	37
148	4160	33285	4.16	33.29	33
147	3966	29125	3.97	29.13	30
146	1881	25159	1.88	25.16	27
145	3452	23278	3.45	23.28	24
144	1619	19826	1.62	19.83	21
143	2655	18207	2.66	18.21	19
142	1831	15552	1.83	15.55	17
141	1716	13721	1.72	13.72	15
140	1942	12005	1.94	12.01	13
139	1369	10063	1.37	10.06	11
138	1065	8694	1.07	8.69	10
137	1215	7629	1.22	7.63	8
136	939	6414	0.94	6.41	7
135	1218	5475	1.22	5.48	6
134	727	4257	0.73	4.26	5
133	835	3530	0.84	3.53	4
132	567	2695	0.57	2.70	3
131	447	2128	0.45	2.13	3
130	384	1681	0.38	1.68	2
129	363	1297	0.36	1.30	2
128	279	934	0.28	0.93	1
127	188	655	0.19	0.66	1
126	159	467	0.16	0.47	1
125	138	308	0.14	0.31	1
124	79	170	0.08	0.17	1
123	33	91	0.03	0.09	1
122	19	58	0.02	0.06	1
LESS THAN 122	39	39	0.04	0.04	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 15, 2000 are not included in this table.

Table 36. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 5 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	98,099
MEAN	155.3
STANDARD DEVIATION	8.7
VARIANCE	75.2

HIGH SCORE	181
LOW SCORE	126

1999 STATE PERCENTILES	SCALE SCORE
90	165.88
75	161.89
50 (MEDIAN)	156.06
25	149.73
10	143.39

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
181	6	98099	0.01	100.00	99
178	58	98093	0.06	99.99	99
176	158	98035	0.16	99.93	99
175	57	97877	0.06	99.77	99
174	310	97820	0.32	99.72	99
173	251	97510	0.26	99.40	99
172	574	97259	0.59	99.14	99
171	511	96685	0.52	98.56	99
170	953	96174	0.97	98.04	98
169	2152	95221	2.19	97.07	98
168	460	93069	0.47	94.87	96
167	2763	92609	2.82	94.40	95
166	2502	89846	2.55	91.59	93
165	3493	87344	3.56	89.04	91
164	3697	83851	3.77	85.48	88
163	3716	80154	3.79	81.71	85
162	4683	76438	4.77	77.92	81
161	3732	71755	3.80	73.15	77
160	3729	68023	3.80	69.34	73
159	3553	64294	3.62	65.54	69
158	5003	60741	5.10	61.92	64
157	4726	55738	4.82	56.82	59
156	4426	51012	4.51	52.00	55
155	4807	46586	4.90	47.49	49
154	3261	41779	3.32	42.59	45
153	4734	38518	4.83	39.26	41
152	4312	33784	4.40	34.44	36
151	2590	29472	2.64	30.04	32
150	3053	26882	3.11	27.40	29
149	3302	23829	3.37	24.29	26
148	2983	20527	3.04	20.92	22
147	1717	17544	1.75	17.88	19
146	2369	15827	2.41	16.13	17
145	1530	13458	1.56	13.72	15
144	1982	11928	2.02	12.16	13
143	1232	9946	1.26	10.14	11
142	1476	8714	1.50	8.88	10
141	1008	7238	1.03	7.38	8
140	1102	6230	1.12	6.35	7
139	856	5128	0.87	5.23	5
138	808	4272	0.82	4.35	4
137	764	3464	0.78	3.53	4
136	692	2700	0.71	2.75	3
135	791	2008	0.81	2.05	2
134	465	1217	0.47	1.24	1
133	313	752	0.32	0.77	1
132	186	439	0.19	0.45	1
LESS THAN 132	253	253	0.26	0.26	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 15, 2000 are not included in this table.

Table 37. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 5 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	98,558
MEAN	159.5
STANDARD DEVIATION	10.1
VARIANCE	101.2

HIGH SCORE	187
LOW SCORE	125

1999 STATE PERCENTILES	SCALE SCORE
90	172.22
75	166.73
50 (MEDIAN)	160.02
25	152.93
10	145.96

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
187	29	98558	0.03	100.00	99
185	32	98529	0.03	99.97	99
184	241	98497	0.24	99.94	99
183	125	98256	0.13	99.69	99
182	540	98131	0.55	99.57	99
180	761	97591	0.77	99.02	99
179	621	96830	0.63	98.25	98
178	344	96209	0.35	97.62	98
177	1116	95865	1.13	97.27	97
176	1309	94749	1.33	96.14	96
175	1396	93440	1.42	94.81	95
174	1070	92044	1.09	93.39	93
173	1629	90974	1.65	92.31	92
172	2282	89345	2.32	90.65	90
171	1891	87063	1.92	88.34	88
170	3494	85172	3.55	86.42	86
169	2086	81678	2.12	82.87	83
168	2707	79592	2.75	80.76	80
167	3866	76885	3.92	78.01	77
166	2828	73019	2.87	74.09	74
165	4587	70191	4.65	71.22	70
164	2814	65604	2.86	66.56	66
163	2904	62790	2.95	63.71	63
162	4663	59886	4.73	60.76	59
161	4551	55223	4.62	56.03	55
160	2924	50672	2.97	51.41	51
159	3988	47748	4.05	48.45	48
158	3307	43760	3.36	44.40	44
157	4325	40453	4.39	41.04	40
156	2176	36128	2.21	36.66	36
155	4278	33952	4.34	34.45	33
154	3943	29674	4.00	30.11	29
153	1903	25731	1.93	26.11	26
152	3609	23828	3.66	24.18	23
151	1704	20219	1.73	20.51	21
150	1660	18515	1.68	18.79	19
149	3139	16855	3.18	17.10	16
148	1468	13716	1.49	13.92	14
147	1357	12248	1.38	12.43	12
146	1931	10891	1.96	11.05	11
145	1089	8960	1.10	9.09	9
144	1273	7871	1.29	7.99	8
143	1224	6598	1.24	6.69	7
142	852	5374	0.86	5.45	5
141	773	4522	0.78	4.59	4
140	1015	3749	1.03	3.80	3
139	558	2734	0.57	2.77	3
138	492	2176	0.50	2.21	2
137	410	1684	0.42	1.71	2
136	312	1274	0.32	1.29	1
135	263	962	0.27	0.98	1
134	211	699	0.21	0.71	1
133	157	488	0.16	0.50	1
LESS THAN 133	331	331	0.34	0.34	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 15, 2000 are not included in this table.

Table 38. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 6 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	96,489	
MEAN	156.3	
STANDARD DEVIATION	9.8	
VARIANCE	96.1	

HIGH SCORE 183

LOW SCORE 124

1999 STATE PERCENTILES	SCALE SCORE
90	168.40
75	163.57
50 (MEDIAN)	156.97
25	149.70
10	142.78

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
183	19	96489	0.02	100.00	99
182	20	96470	0.02	99.98	99
180	72	96450	0.07	99.96	99
179	116	96378	0.12	99.88	99
178	144	96262	0.15	99.76	99
177	404	96118	0.42	99.62	99
176	218	95714	0.23	99.20	99
175	794	95496	0.82	98.97	99
174	353	94702	0.37	98.15	99
173	1602	94349	1.66	97.78	98
172	453	92747	0.47	96.12	97
171	1603	92294	1.66	95.65	96
170	2316	90691	2.40	93.99	94
169	1265	88375	1.31	91.59	92
168	2798	87110	2.90	90.28	89
167	3028	84312	3.14	87.38	87
166	2941	81284	3.05	84.24	84
165	3049	78343	3.16	81.19	80
164	3162	75294	3.28	78.03	77
163	3029	72132	3.14	74.76	73
162	4351	69103	4.51	71.62	69
161	2830	64752	2.93	67.11	65
160	4167	61922	4.32	64.18	61
159	3900	57755	4.04	59.86	56
158	3245	53855	3.36	55.81	52
157	4434	50610	4.60	52.45	48
156	3151	46176	3.27	47.86	43
155	3436	43025	3.56	44.59	39
154	3338	39589	3.46	41.03	36
153	3769	36251	3.91	37.57	32
152	3072	32482	3.18	33.66	29
151	2941	29410	3.05	30.48	26
150	2931	26469	3.04	27.43	23
149	2203	23538	2.28	24.39	21
148	2289	21335	2.37	22.11	18
147	2858	19046	2.96	19.74	16
146	1609	16188	1.67	16.78	14
145	1514	14579	1.57	15.11	13
144	2469	13065	2.56	13.54	11
143	1313	10596	1.36	10.98	9
142	1182	9283	1.23	9.62	8
141	1441	8101	1.49	8.40	7
140	1144	6660	1.19	6.90	5
139	1005	5516	1.04	5.72	4
138	948	4511	0.98	4.68	4
137	762	3563	0.79	3.69	3
136	742	2801	0.77	2.90	2
135	587	2059	0.61	2.13	1
134	451	1472	0.47	1.53	1
133	340	1021	0.35	1.06	1
LESS THAN 133	681	681	0.71	0.71	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 15, 2000 are not included in this table.

Table 39. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 6 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	96,708
MEAN	165.1
STANDARD DEVIATION	11.2
VARIANCE	126.5

HIGH SCORE	196
LOW SCORE	130

1999 STATE PERCENTILES	SCALE SCORE
90	179.59
75	173.27
50 (MEDIAN)	165.43
25	156.67
10	149.61

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
196	31	96708	0.03	100.00	99
195	67	96677	0.07	99.97	99
194	51	96610	0.05	99.90	99
193	123	96559	0.13	99.85	99
192	107	96436	0.11	99.72	99
191	181	96329	0.19	99.61	99
190	308	96148	0.32	99.42	99
189	349	95840	0.36	99.10	99
188	349	95491	0.36	98.74	99
187	665	95142	0.69	98.38	99
186	586	94477	0.61	97.69	98
185	954	93891	0.99	97.09	98
184	948	92937	0.98	96.10	97
183	1029	91989	1.06	95.12	96
182	1149	90960	1.19	94.06	94
181	1266	89811	1.31	92.87	93
180	1648	88545	1.70	91.56	92
179	2029	86897	2.10	89.86	90
178	1908	84868	1.97	87.76	88
177	2632	82960	2.72	85.78	86
176	2057	80328	2.13	83.06	84
175	2526	78271	2.61	80.94	82
174	2612	75745	2.70	78.32	78
173	2629	73133	2.72	75.62	76
172	3655	70504	3.78	72.90	73
171	2370	66849	2.45	69.12	70
170	3418	64479	3.53	66.67	67
169	2446	61061	2.53	63.14	64
168	3367	58615	3.48	60.61	61
167	4075	55248	4.21	57.13	57
166	2557	51173	2.64	52.91	54
165	3580	48616	3.70	50.27	50
164	2516	45036	2.60	46.57	46
163	3512	42520	3.63	43.97	43
162	2625	39008	2.71	40.34	39
161	2133	36383	2.21	37.62	37
160	4039	34250	4.18	35.42	34
159	1956	30211	2.02	31.24	30
158	2014	28255	2.08	29.22	28
157	2495	26241	2.58	27.13	25
156	3429	23746	3.55	24.55	22
155	1918	20317	1.98	21.01	20
154	1937	18399	2.00	19.03	18
153	1888	16462	1.95	17.02	16
152	1692	14574	1.75	15.07	14
151	1755	12882	1.81	13.32	12
150	1637	11127	1.69	11.51	10
149	1593	9490	1.65	9.81	8
148	1483	7897	1.53	8.17	7
147	1[illegible]01	6414	1.35	6.63	6
146	[illegible]36	5113	1.17	5.29	5
145	1013	3977	1.05	4.11	4
144	814	2964	0.84	3.06	3
143	654	2150	0.68	2.22	2
142	463	1496	0.48	1.55	1
141	368	1033	0.38	1.07	1
140	263	665	0.27	0.69	1
139	195	402	0.20	0.42	1
LESS THAN 139	207	207	0.21	0.21	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after November 15, 2000 are not included in this table

Table 40. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 7 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	94,030
MEAN	160.2
STANDARD DEVIATION	8.5
VARIANCE	72.1

HIGH SCORE	183
LOW SCORE	126

1999 STATE PERCENTILES	SCALE SCORE
90	170.42
75	166.33
50 (MEDIAN)	160.99
25	154.88
10	148.54

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
183	23	94030	0.02	100.00	99
181	59	94007	0.06	99.98	99
180	98	93948	0.10	99.91	99
179	209	93850	0.22	99.81	99
178	290	93641	0.31	99.59	99
177	222	93351	0.24	99.28	99
176	827	93129	0.88	99.04	99
175	315	92302	0.33	98.16	98
174	1826	91987	1.94	97.83	98
173	1856	90161	1.97	95.89	97
172	589	88305	0.63	93.91	95
171	2826	87716	3.01	93.29	93
170	3214	84890	3.42	90.28	91
169	3281	81676	3.49	86.86	88
168	3468	78395	3.69	83.37	84
167	3652	74927	3.88	79.68	81
166	4449	71275	4.73	75.80	77
165	3464	66826	3.68	71.07	72
164	4214	63362	4.48	67.38	67
163	5599	59148	5.95	62.90	62
162	3710	53549	3.95	56.95	56
161	5588	49839	5.94	53.00	51
160	3241	44251	3.45	47.06	45
159	4892	41010	5.20	43.61	41
158	3928	36118	4.18	38.41	36
157	3148	32190	3.35	34.23	32
156	3290	29042	3.50	30.89	28
155	3608	25752	3.84	27.39	25
154	2809	22144	2.99	23.55	22
153	1977	19335	2.10	20.56	19
152	2752	17358	2.93	18.46	17
151	2124	14606	2.26	15.53	14
150	1155	12482	1.23	13.27	12
149	2009	11327	2.14	12.05	11
148	1134	9318	1.21	9.91	10
147	1392	8184	1.48	8.70	8
146	1044	6792	1.11	7.22	7
145	757	5748	0.81	6.11	6
144	1175	4991	1.25	5.31	5
143	678	3816	0.72	4.06	4
142	610	3138	0.65	3.34	3
141	571	2528	0.61	2.69	2
140	557	1957	0.59	2.08	2
139	360	1400	0.38	1.49	1
138	497	1040	0.53	1.11	1
137	180	543	0.19	0.58	1
LESS THAN 137	363	363	0.39	0.39	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 15, 2000 are not included in this table.

Table 41. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 7 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	94,123
MEAN	171.0
STANDARD DEVIATION	11.5
VARIANCE	131.8

HIGH SCORE	203
LOW SCORE	134

1999 STATE PERCENTILES	SCALE SCORE
90	186.19
75	179.18
50 (MEDIAN)	170.98
25	162.94
10	155.41

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
203	38	94123	0.04	100.00	99
201	27	94085	0.03	99.96	99
200	127	94058	0.13	99.93	99
199	96	93931	0.10	99.80	99
198	229	93835	0.24	99.69	99
197	492	93606	0.52	99.45	99
195	670	93114	0.71	98.93	99
194	395	92444	0.42	98.22	99
193	359	92049	0.38	97.80	99
192	928	91690	0.99	97.42	98
191	1007	90762	1.07	96.43	98
190	1066	89755	1.13	95.36	97
189	1153	88689	1.22	94.23	96
188	1161	87536	1.23	93.00	95
187	1255	86375	1.33	91.77	94
186	1302	85120	1.38	90.43	93
185	2286	83818	2.43	89.05	91
184	1407	81532	1.49	86.62	89
183	2231	80125	2.37	85.13	87
182	1840	77894	1.95	82.76	85
181	2285	76054	2.43	80.80	82
180	2310	73769	2.45	78.38	80
179	2690	71459	2.86	75.92	77
178	2392	68769	2.54	73.06	74
177	3275	66377	3.48	70.52	71
176	2153	63102	2.29	67.04	68
175	3658	60949	3.89	64.75	64
174	2288	57291	2.43	60.87	60
173	3813	55003	4.05	58.44	57
172	2067	51190	2.20	54.39	53
171	3941	49123	4.19	52.19	50
170	3079	45182	3.27	48.00	46
169	2038	42103	2.17	44.73	43
168	4218	40065	4.48	42.57	39
167	2106	35847	2.24	38.09	36
166	3646	33741	3.87	35.85	33
165	2600	30095	2.76	31.97	29
164	2009	27495	2.13	29.21	26
163	3522	25486	3.74	27.08	23
162	1972	21964	2.10	23.34	21
161	1854	19992	1.97	21.24	19
160	2329	18138	2.47	19.27	16
159	1755	15809	1.86	16.80	15
158	1719	14054	1.83	14.93	13
157	1618	12335	1.72	13.11	11
156	1165	10717	1.24	11.39	9
155	1499	9552	1.59	10.15	8
154	1405	8053	1.49	8.56	7
153	1290	6648	1.37	7.06	6
152	1143	5358	1.21	5.69	5
151	730	4215	0.78	4.48	3
150	893	3485	0.95	3.70	3
149	720	2592	0.76	2.75	2
148	537	1872	0.57	1.99	1
147	444	1335	0.47	1.42	1
146	336	891	0.36	0.95	1
145	198	555	0.21	0.59	1
LESS THAN 145	357	357	0.38	0.38	1

Notes: *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after November 15, 2000 are not included in this table

Table 42. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 8 Reading

NUMBER OF STUDENTS WITH VALID SCORES*	90,983
MEAN	162.7
STANDARD DEVIATION	8.1
VARIANCE	66.3

HIGH SCORE	186
LOW SCORE	133

1999 STATE PERCENTILES	SCALE SCORE
90	172.58
75	168.31
50 (MEDIAN)	163.53
25	157.77
10	151.67

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
186	7	90983	0.01	100.00	99
185	4	90976	0.00	99.99	99
184	46	90972	0.05	99.99	99
183	15	90926	0.02	99.94	99
182	245	90911	0.27	99.92	99
180	335	90666	0.37	99.65	99
179	236	90331	0.26	99.28	99
178	612	90095	0.67	99.02	99
177	1267	89483	1.39	98.35	98
176	489	88216	0.54	96.96	97
175	1247	87727	1.37	96.42	96
174	2241	86480	2.46	95.05	94
173	2556	84239	2.81	92.59	91
172	2927	81683	3.22	89.78	89
171	3094	78756	3.40	86.56	86
170	3238	75662	3.56	83.16	82
169	3236	72424	3.56	79.60	79
168	5014	69188	5.51	76.04	74
167	5131	64174	5.64	70.53	69
166	3212	59043	3.53	64.89	65
165	4554	55831	5.01	61.36	60
164	5992	51277	6.59	56.36	55
163	4209	45285	4.63	49.77	49
162	3864	41076	4.25	45.15	45
161	4851	37212	5.33	40.90	40
160	3935	32361	4.32	35.57	36
159	3566	28426	3.92	31.24	32
158	2886	24860	3.17	27.32	28
157	2985	21974	3.28	24.15	25
156	3026	18989	3.33	20.87	21
155	2315	15963	2.54	17.55	18
154	1575	13648	1.73	15.00	16
153	2146	12073	2.36	13.27	14
152	1003	9927	1.10	10.91	12
151	1141	8924	1.25	9.81	11
150	1482	7783	1.63	8.55	9
149	736	6301	0.81	6.93	8
148	698	5565	0.77	6.12	7
147	779	4867	0.86	5.35	6
146	614	4088	0.67	4.49	5
145	820	3474	0.90	3.82	4
144	760	2654	0.84	2.92	3
143	435	1894	0.48	2.08	2
142	375	1459	0.41	1.60	2
141	305	1084	0.34	1.19	1
140	443	779	0.49	0.86	1
139	127	336	0.14	0.37	1
LESS THAN 139	209	209	0.23	0.23	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 15, 2000 are not included in this table

Table 43. 1999-00 End-of-Grade Distribution of Scale Scores
Grade 8 Mathematics

NUMBER OF STUDENTS WITH VALID SCORES*	91,052
MEAN	175.3
STANDARD DEVIATION	11.9
VARIANCE	141.4

HIGH SCORE	208
LOW SCORE	138

1999 STATE PERCENTILES	SCALE SCORE
90	190.64
75	183.92
50 (MEDIAN)	175.66
25	167.01
10	159.21

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1999 STATE PERCENTILE
208	37	91052	0.04	100.00	99
207	19	91015	0.02	99.96	99
206	72	90996	0.08	99.94	99
205	44	90924	0.05	99.86	99
204	105	90880	0.12	99.81	99
203	97	90775	0.11	99.70	99
202	241	90678	0.26	99.59	99
201	315	90437	0.35	99.32	99
200	111	90122	0.12	98.98	99
199	547	90011	0.60	98.86	99
198	474	89464	0.52	98.26	98
197	762	88990	0.84	97.74	98
196	823	88228	0.90	96.90	97
195	1015	87405	1.11	95.99	96
194	1031	86390	1.13	94.88	95
193	1126	85359	1.24	93.75	94
192	1186	84233	1.30	92.51	93
191	1275	83047	1.40	91.21	92
190	1295	81772	1.42	89.81	90
189	2449	80477	2.69	88.39	89
188	1757	78028	1.93	85.70	87
187	1933	76271	2.12	83.77	85
186	2775	74338	3.05	81.64	82
185	2053	71563	2.25	78.60	80
184	2093	69510	2.30	76.34	78
183	2965	67417	3.26	74.04	76
182	2202	64452	2.42	70.79	73
181	3647	62250	4.01	68.37	70
180	2281	58603	2.51	64.36	67
179	3115	56322	3.42	61.86	64
178	2330	53207	2.56	58.44	61
177	2954	50877	3.24	55.88	59
176	2867	47923	3.15	52.63	56
175	2390	45056	2.62	49.48	53
174	3847	42666	4.23	46.86	50
173	2016	38819	2.21	42.63	46
172	2946	36803	3.24	40.42	43
171	2942	33857	3.23	37.18	40
170	1889	30915	2.07	33.95	37
169	2417	29026	2.65	31.88	35
168	2451	26609	2.69	29.22	32
167	2823	24158	3.10	26.53	28
166	1830	21335	2.01	23.43	26
165	1842	19505	2.02	21.42	23
164	1766	17663	1.94	19.40	21
163	1654	15897	1.82	17.46	19
162	1653	14243	1.82	15.64	17
161	1555	12590	1.71	13.83	15
160	1507	11035	1.66	12.12	13
159	1448	9528	1.59	10.46	11
158	275	8080	0.30	8.87	10
157	1364	7805	1.50	8.57	9
156	912	6441	1.00	7.07	7
155	1125	5529	1.24	6.07	6
154	995	4404	1.09	4.84	5
153	888	3409	0.98	3.74	4
152	715	2521	0.79	2.77	3
151	559	1806	0.61	1.98	2
150	416	1247	0.46	1.37	1
149	331	831	0.36	0.91	1
148	188	500	0.21	0.55	1
147	126	312	0.14	0.34	1
146	87	186	0.10	0.20	1
145	61	99	0.07	0.11	1
LESS THAN 145	38	38	0.04	0.04	1

Notes *Students with valid scores are those students who attempted at least one item on the test
Data received from LEAs after November 15, 2000 are not included in this table

Table 44. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Reading

State	Mean Score[1]	2000 LEA Performance
	158.3	Quest Academy**
	152.7	Tiller School**
	152.3	Elkin City
	151.3	Summit Charter**
	151.1	Chapel Hill-Carrboro City
	150.7	Franklin Academy**
	150.1	Chatham Charter**, Macon
	149.7	Mitchell, Wake, Watauga
	149.5	Camden
	148.9	Carteret, Currituck, Mount Airy City, Mountain Community**, Pamlico
	148.7	American Renaissance**, Brevard Academy**, Cherokee, Clay, Yancey
	148.5	Henderson
	148.3	Ashe, Buncombe, Burke, Davidson, Transylvania
	148.1	Craven
	147.9	Madison, Mooresville City, New Hanover, Onslow, Polk, Roanoke Rapids City
	147.7	Haywood, Union
	147.5	Cabarrus, Davie, Gates, Greensboro Academy**, Johnston, Kings Mountain City, Orange
	147.3	Clinton City, Lenoir
	147.1	Alexander, Dare, Newton-Conover City, Wilson
	146.9	Cadwell, Harnett, Moore, Pender, Rutherford, Swain
	146.7	Catawba, Community Charter**, Wilkes
1999,2000 State	146.5	Alleghany, Arapahoe**, Beaufort, Charlotte/Mecklen , Gaston, Kannapolis City, Lincoln, Lincoln Ch*, Rockingham, Stanly, Yadkin
	146.3	Avery, Evergreen Community**, Person, Sampson
	146.1	East Wake Ac **, Granville, Guilford, Jackson, Lexington City, Nash-Rocky Mount, Shelby City, Winston-Salem/Forsyth
	145.9	Asheville City, Brunswick, Children's Vil. Ac.**, Durham, Iredell-Statesville, McDowell, Randolph, Rowan-Salisbury
1998 State	145.7	Chatham, Surry, Wayne
	145.5	Alamance-Burlington, Cleveland, Cumberland, Hickory City, Lee, Perquimans, Pitt, River Mill Ch**, Stokes, Tyrrell
	145.3	Asheboro City, Caswell, Graham, Jones
	144.9	Sterling Montessori**
	144.7	Duplin, Elizabeth City/Pasquotank, Franklin
	144.3	Richmond, STARS**
1997 State	144.1	Columbus, Francine Delany**, Greene, Halifax, Hoke, Whiteville City
1996 State	143.9	Edenton/Chowan, The Learning Center**
	143.7	Martin, Robeson, Scotland
1995 State	143.5	
	143.3	Thomasville City, Vance, Warren
	143.1	Edgecombe, Hyde
1994 State	142.9	Bladen
1993 State	142.7	Weldon City
	142.3	Northampton
	142.1	Anson, Washington
	141.9	Englemann**, Hertford, Montgomery
	141.7	Rocky Mt Charter Public**, Vance Charter**
	141.3	Bertie, Forsyth Academies**
	140.9	Phase Academy**
	140.5	Research Triangle**
	140.1	Dillard Academy**, Harnett Early Childhood**
	138.9	Northeast Raleigh**
	138.5	SPARC Academy**
	138.1	S.B. Howard**
	137.9	Healthy Start**
	136.9	Village Charter**
	136.7	C.G. Woodson**, Rowan Academy**
	136.3	Maureen Joy**
	136.1	Carter Community**, Turning Point**
	135.7	Sugar Creek**,
	133.1	Bridges**
	132.1	East Winston Primary**
	131.5	Omuteko Gwamaziima**
	*	Crossnore Academy**, Grandfather Academy**

Notes: [1] Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 45. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 3 Mean Scale Score by LEA - Mathematics

State	Mean Score†	2000 LEA Performance
	158.3	Quest Academy**
	149.9	Elkin City
	149.1	Chapel Hill-Carrboro City
	148.3	Chatham Charter**
	148.1	Tiller School**
	147.7	Franklin Academy**, Macon, Watauga
	147.5	Mount Airy City
	147.3	Mitchell, Polk
	147.1	Cherokee
	146.9	Camden, Carteret, Clay, Madison, Wake
	146.7	Clay, Roanoke Rapids City
	146.5	Brevard Academy**, Summit Charter**
	146.1	Ashe
	145.9	Davidson, Mountain Community**, Yancey
	145.7	Arapahoe**, Buncombe, Burke, Pamlico, Tyrrell,
	145.5	Currituck, New Hanover
	145.1	Davie, Transylvania, Union
	144.9	Avery, Cabarrus, Henderson
	144.7	Craven, Onslow, Rutherford, Swain, Wilkes
	144.5	Haywood, Jackson, Johnston, Kings Mountain City, Moore
	144.3	Cleveland, Stanley, Yadkin
	144.1	Beaufort, Kannapolis City, Lenoir, Orange, Wilson
	143.9	Gates, Lincoln, Newton-Conover City, Sampson, Surry
	143.7	Alexander, Clinton City, Harnett, Mooresville City, Pender
2000 State	143.5	Alamance-Burlington, Nash-Rocky Mount, Stokes
	143.3	Charlotte/Mecklenburg, Dare, Gaston, Rockingham
	143.1	Alleghany, Brunswick, Caldwell, Catawba, Randolph
1997,1999 State	142.9	Guilford, Lexington City, McDowell, Shelby City, Winston-Salem/Forsyth
	142.7	Asheboro City, Chatham
	142.5	Columbus, Durham, Granville, Iredell-Statesville, Lee, Rowan-Salisbury, Wayne
1998 State	142.3	Asheville City, Cumberland, Jones, Martin
	142.1	Caswell, Pitt
1996 State	141.9	Graham, Hickory City, Person
	141.7	Duplin, The Learning Center**
	141.5	Elizabeth City/Pasquotank, Greensboro Academy**, River Mill Charter**
1995 State	141.3	Franklin, Richmond, Scotland
	141.1	Greene
	140.9	East Wake Academy**
	140.7	Evergreen Community**, Perquimans
	140.5	Robeson
	140.3	Hoke, Vance, Warren
1993 State	140.1	Bladen, Halifax, Hyde, Weldon City
1994 State	139.9	
	139.7	Edenton/Chowan, Edgecombe, Montgomery
	139.5	Northampton
	139.1	STARS**, Vance Charter**
	138.9	American Renaissance**, Thomasville City
	138.7	Anson, Whiteville City
	138.5	Community Charter**
	138.3	Hertford, Washington
	138.1	Bertie
	137.9	Lincoln Charter**
	137.7	Francine Delany**
	137.5	Sterling Montessori**
	136.7	Village Charter**
	136.5	Harnett Early Childhood**
	134.9	Northeast Raleigh**, Rocky Mt Charter Public**
	134.7	Forsyth Academies**
	132.9	C G Woodson**
	131.7	Children's Village Academy**, Rowan Academy**
	130.5	Healthy Start**
	129.9	Research Triangle**
	129.7	Carter Community**, Dillard Academy**
	129.1	Phase Academy**
	128.7	Englemann**
	128.5	East Winston Primary**, Maureen Joy**
	128.3	S B Howard**
	127.7	Turning Point**
	126.5	SPARC Academy**
	126.1	Sugar Creek**
	123.7	Omuteko Gwamaziima**
	*	Crossnore Academy**, Grandfather Academy**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

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Table 46. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Reading

State	Mean Score†	2000 LEA Performance
	160.7	Magellan**
	156.1	Chapel Hill-Carrboro City
	154.5	Sterling Montessori**
	154.1	Lincoln Charter**, Watauga
	153.7	Greensboro Academy**
	153.5	Mountain Community**, Quest Academy**
	153.3	Clay, Franklin Academy**, Polk
	153.1	Transylvania
	152.9	Elkin City, Wake
	152.7	Avery, Macon
	152.5	Arapohoe**, Currituck, Henderson
	152.3	Buncombe, Mount Airy City
	151.9	Cabarrus, Dare, Haywood
	151.5	Orange
	151.3	Carteret, Cherokee, Davie, Kings Mountain City, Tiller School**
	151.1	Brevard Academy**, Davidson, Johnston, Onslow, Pamlico, Yancey
	150.9	Asheville City, Burke, Craven, Union
	150.7	Alleghany, Ashe, Camden, New Hanover, Village Charter**
	150.5	Gates, Moore, Mooresville City
	150.3	Brunswick, Catawba, McDowell, Mitchell, Newton-Conover City, Pender, Swain, Wilkes
	150.1	Caldwell, Hickory City, Jackson, Person, Roanoke Rapids City, Yadkin
2000 State	149.9	Charlotte/Mecklenburg, Nash-Rocky Mount, Randolph, Rowan-Salisbury, Wilson
	149.7	Alexander, Asheboro City, Guilford, Iredell-Statesville, Lenoir
1999 State	149.5	Chatham, Clinton City, Graham, Rutherford, Surry, Winston-Salem/Forsyth
1998 State	149.3	Cleveland, Harnett, Madison, Wayne, Woods Charter**
	149.1	Cumberland, Kannapolis City, Pitt, Rockingham, Stanly, Tyrrell
	148.9	Franklin, Jones, Lee, Vance Charter**
1996 State	148.7	Alamance-Burlington, Beaufort, Duplin, Gaston, Greene, Stokes
1997 State	148.5	Evergreen Community**, Francine Delany**, Lincoln, Summit Charter**
	148.1	Durham, River Mill Charter**, Sampson
1994 State	147.9	Scotland
1995 State	147.7	Caswell, Shelby City
	147.5	Halifax, Richmond
	147.3	Elizabeth City/Pasquotank, Granville
	147.1	Perquimans,Whiteville City
	146.7	Forsyth Academy**, Robeson
	146.5	Edenton/Chowan, Lexington City, Martin
	146.3	Columbus
	146.1	Bladen, Hoke, Vance
	145.9	American Renaissance**, Northampton, Rocky Mt Charter Public**, STARS**, Warren, Washington
	145.7	Phase Academy**
1993 State	145.5	Children's Village**
	145.3	Bertie
	145.1	Montgomery, Thomasville City
	144.9	Anson, Edgecombe, Hertford
	144.7	Chatham Charter**
	144.5	Hyde
	144.1	Community Charter**
	143.9	East Wake Academy**, S.B. Howard**
	143.5	Weldon City
	142.9	C.G. Woodson**
	142.7	Northeast Raleigh**, The Learning Center**
	142.3	Omuteko Gwamaziima**
	141.1	Harnett Early Childhood**
	140.9	Healthy Start**
	140.5	Sugar Creek**
	140.1	Englemann**, Rowan Academy**
	139.7	Carter Community**, SPARC Academy**
	138.9	East Winston Primary**, Turning Point**
	138.3	Maureen Joy**
	136.1	Research Triangle**
	*	Crossnore Academy**, Grandfather Academy**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Data received from LEAs after September 14, 2000 are not included in this table.

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Table 47. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 4 Mean Scale Score by LEA - Mathematics

State	Mean Score†	2000 LEA Performance
	164.5	Magellan**
	159.9	Arapahoe**
	159.3	Chapel Hill-Carrboro City, Quest Academy**
	158.5	Clay
	158.3	Polk
	157.7	Watauga
	156.5	Kings Mountain City
	156.3	Avery, Camden, Currituck, Davie, Elkin City
	156.1	Henderson, Transylvania
	155.9	Cabarrus, Wake
	155.7	Macon
	155.5	Cherokee, Davidson, Mount Airy City
	155.3	Yadkin
	155.1	Buncombe, Mountain Community**
	154.7	Ashe, Carteret, Jackson, Wilkes
	154.5	Dare, Pamlico, Surry, Yancey
	154.3	Haywood, Lincoln Charter**, New Hanover, Orange, Union
	154.1	Alleghany, Burke, Pender
	153.9	Brevard Academy**, Franklin Academy**, Onslow, Randolph, Rutherford
	153.7	Cleveland, Greensboro Academy**, Hickory City, Johnston, Moore, Mooresville City, Person, Tyrrell
	153.5	Duplin, Newton-Conover City, Roanoke Rapids City
	153.3	Alamance-Burlington, Catawba, Duplin, Madison, Tiller School**, Wilson
	153.1	Beaufort, Clinton City, Craven, Mitchell, Swain
2000 State	152.9	Brunswick, Lincoln, Nash-Rocky Mount
	152.7	Asheville City, Caldwell, Rowan-Salisbury, Winston-Salem/Forsyth
	152.5	Gaston, Guilford, Stokes
1999 State	152.3	Franklin
	152.1	Charlotte/Mecklenburg, Graham, Iredell-Statesville, Lenoir, McDowell, Rockingham, Wayne
	151.9	Asheboro City, Chatham, Kannapolis City, Stanly, Village Charter**
	151.7	Gates, Lee, Pitt, Sampson
1998 State	151.5	Alexander, Cumberland, Harnett
	151.1	Greene, Scotland
	150.9	Caswell, Whiteville City
	150.7	Forsyth Academies**, Halifax, Lexington City, Summit Charter**
	150.5	Columbus, Durham, Evergreen Community**, Granville
	150.3	Elizabeth City/Pasquotank, Richmond, Shelby City
	150.1	Robeson, Vance
	149.9	Perquimans
1997 State	149.5	Edenton/Chowan, Hoke, Martin
	149.3	Anson, Sterling Montessori**, Vance Charter**
	148.9	Bladen, Northampton, River Mill Charter**, Weldon City
	148.7	Montgomery
1996 State	148.5	Chatham Charter**
	148.3	Bertie, Hyde, Warren
	148.1	C G Woodson**, Hertford
1995 State	147.9	Phase Academy**, The Learning Center**
	147.7	Francine Delany**, S B Howard**, Washington
1994 State	147.3	
	147.1	Edgecombe, Thomasville City
	146.9	Children's Village Academy**
1993 State	146.1	
	145.5	Northeast Raleigh**, STARS**
	145.3	Rocky Mt Charter Public**,
	144.7	American Renaissance**
	142.9	East Wake Academy**, East Winston Primary**
	142.7	Maureen Joy**
	142.3	Healthy Start**
	141.9	Community Charter**
	141.7	Englemann**
	141.5	Harnett Early Childhood**
	141.3	Omuteko Gwamazima**
	140.9	Rowan Academy**
	140.7	SPARC Academy**
	139.7	Woods Charter**
	139.1	Turning Point**
	138.7	Sugar Creek**
	138.1	Carter Community**
	137.9	Research Triangle**
	*	Crossnore Academy**, Grandfather Academy**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

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Table 48. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Reading

State	Mean Score'	2000 LEA Performance
	161.9	Tiller School**
	161.3	Magellan**
	160.9	Chapel Hill-Carrboro City
	160.3	Evergreen Community**, Lake Norman**
	159.9	Quest Academy**
	159.5	Transylvania
	158.5	Elkin City, Macon, Wake, Watauga
	158.3	Buncombe, Camden, Clay
	157.9	Pamlico
	157.7	Cabarrus, Haywood, Vance Charter**
	157.5	Brevard Academy**, Henderson, Madison, Summit Charter**, Village Charter**
	157.3	Ashe, Avery, Polk, Sterling Montessori**, Wilson
	157.1	Currituck, Davie, Yancey
	156.9	Cherokee, Greensboro Academy**, Mount Airy City
	156.7	Carteret, Dare, Gates, Johnston, MAST**, Woods Charter**
	156.5	East Wake Academy**, Moore, New Hanover, Tyrrell, Union
	156.3	Alleghany, Burke, Davidson, Kings Mountain City, Person
	156.1	Craven, McDowell, Mooresville City, Onslow, Orange, Stanly
	155.9	Rutherford
	155.7	Caldwell, Mountain Community**, Pender, Swain
	155.5	American Renaissance**, Lenoir, Rowan-Salisbury, Surry, Winston-Salem/Forsyth, Yadkin
2000 State	155.3	Alexander, Randolph, Wilkes
	155.1	Guilford, Nash-Rocky Mount, Roanoke Rapids City
	154.9	Alamance-Burl., Catawba, Charlotte/Mecklen., Chatham, Duplin, Franklin Acad**, Gaston, Jones, Lincoln, Wayne
	154.7	Cleveland, Cumberland, Graham, Iredell-Statesville, Jackson, Lincoln Charter**, Perqu, Rockingham
	154.5	Asheboro City, Hickory City, Lee, Mitchell, Newton-Conover City, Sampson
1998, 1999 State	154.3	Asheville City, Brunswick, Durham, Harnett, Phase Academy**
	154.1	Clinton City, Lee, Whiteville City
	153.9	Beaufort, Elizabeth City/Pasquotank, Franklin, Greene, Pitt, Stokes
	153.7	Columbus, Kannapolis City
	153.5	Arapahoe**, Forsyth Academies**, Lexington City
	153.3	Francine Delany**, River Mill Charter**, Shelby City
1997 State	153.1	Granville, Richmond
	152.9	Caswell, Halifax, Hoke
	152.7	Chatham Charter**, S.B. Howard**, Scotland, Vance
1995 State	152.5	Bladen
1996 State	152.1	Edenton/Chowan, Hyde, Montgomery, Northampton
	151.9	Martin
1994 State	151.7	
1993 State	151.5	The Learning Center**, Warren
	151.1	Edgecombe, Thomasville City
	150.9	Anson, Rocky Mt. Charter Public**
	150.7	Hertford
	150.5	Northeast Raleigh**
	150.3	Robeson, Weldon City
	149.7	Bertie
	149.5	Washington
	148.7	Community Charter**
	148.3	Children's Village Academy**, SPARC Academy**
	147.9	Harnett Early Childhood**
	147.5	Carter Community**
	147.3	C.G. Woodson**, Englemann**
	147.1	Turning Point**
	146.1	Rowan Academy**
	145.9	Sugar Creek **
	145.7	Maureen Joy**
	*	Crossnore Academy**, Grandfather Academy**, Omuteko Gwamazima**

Notes: ' Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Table 49. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 5 Mean Scale Score by LEA - Mathematics

State	Mean Score†	2000 LEA Performance
	167.7	Magellan**
	166.9	Chapel Hill-Carrboro City
	166.7	Lake Norman**
	165.9	Transylvania
	163.9	Brevard Academy**
	163.5	Mount Airy City
	163.3	Elkin City
	163.1	Quest Academy**, Wake
	162.9	Macon, Madison
	162.7	Davie, Tiller School**, Village Charter**, Yancey
	162.5	Avery, Kings Mountain City, Summit Charter**, Watauga
	162.1	Arapahoe**, Ashe, Buncombe, Cabarrus
	161.9	Cherokee
	161.7	Currituck, Graham, Henderson, Pamlico, Polk
	161.3	Greensboro Academy**, Union
	161.1	Burke, Davidson, Haywood, New Hanover, Rutherford, Surry
	160.9	Cleveland, Dare, Lincoln, Vance Charter**, Wilson
	160.7	Carteret, Johnston, Stanly, Wilkes
	160.5	Evergreen Community**, Swain
	160.3	Clay, Randolph
	160.1	Alamance-Burlington, Chatham Charter**, Onslow, Winston-Salem/Forsyth
	159.9	Alleghany, Caldwell, Lenoir, Moore, Orange, Person, Roanoke Rapids City, Rowan-Salisbury
	159.7	Craven, Gates, Newton-Conover, Tyrrell
2000 State	159.5	Duplin, East Wake Academy**, Gaston, Lee, McDowell
1999 State	159.3	Hickory City, Nash-Rocky Mount
	159.1	Alexander, Jackson, Yadkin
	158.9	Beaufort, Charlotte/Mecklenburg, Cumberland, Guilford, Lexington City, Pender, Perquimans
	158.7	Camden, Mooresville City, Sampson, Stokes, Wayne, Whiteville City
	158.5	Brunswick, Catawba, Elizabeth City/Pasquotank, Shelby City
	158.3	Iredell-Statesville, Mountain Community**, Rockingham
	158.1	Durham, Franklin Academy**, Pitt, Sterling Montessori**
	157.9	Asheville City, Chatham
	157.7	Asheboro City, Hyde, MAST**
1998 State	157.5	Caswell, Clinton City, Columbus, Francine Delany**
	157.3	Franklin, Greene, Halifax, Harnett, Jones, Kannapolis City, Vance
	157.1	Greene
	156.9	Anson, Scotland
	156.7	Montgomery
1997 State	156.5	Hoke, Northampton
	156.1	Richmond
	155.9	Bladen, Weldon City
	155.5	Granville
1996 State	155.3	Mitchell
	155.1	Warren
	154.9	Lincoln Charter**, Martin
	154.7	American Renaissance**, Bertie, Edenton/Chowan, Edgecombe, Northeast Raleigh**, The Learning Center**
1995 State	154.5	Forsyth Academies**, S B Howard**
	154.1	Hertford
	153.9	Robeson
1994 State	153.5	
	153.3	Woods Charter**
	153.1	Thomasville City, Washington
1993 State	152.3	River Mill Charter**
	151.9	Rowan Academy**
	151.3	C G Woodson**
	150.5	Children's Village Academy**
	149.9	Carter Community**
	149.7	Englemann**, Rocky Mt Charter Public**
	149.5	Phase Academy**
	148.1	Community Charter**, Maureen Joy**
	147.5	Turning Point**
	146.3	Harnett Early Childhood**
	144.5	SPARC Academy**
	142.7	Sugar Creek**
	*	Crossnore Academy**, Grandfather Academy**, Omuteko Gwamazima**

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Data received from LEAs after September 14, 2000 are not included in this table.

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Table 50. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Reading

State	Mean Score†	2000 LEA Performance
	165.5	Exploris**
	163.7	Chapel Hill-Carrboro City
	163.5	Mountain Community**
	163.3	Quest Academy**
	162.9	Magellan**
	162.5	Transylvania
	161.9	Franklin Academy**, Woods Charter**
	161.3	Clay
	161.1	Watauga
	160.5	Camden
	160.3	Sterling Montessori**
	160.1	Brevard Academy**
	159.9	Cherokee
	159.7	Lake Norman**
	159.5	Avery, Mount Airy City
	159.1	Ashe, Yancey
	158.9	Currituck, Wake
	158.7	Elkin City
	158.5	Buncombe, Henderson, Orange
	158.3	McDowell
	157.9	Cabarrus, Dare, Jackson, New Hanover, Pamlico
	157.7	Asheville City, Haywood, Newton-Conover City, Stanly, Surry, Union
	157.5	Chatham, Davie, Downtown Middle**, Johnston, Macon, Mooresville City, Onslow, Wilkes
	157.3	Alleghany, Burke, Carteret, Davidson
	157.1	Burke, Madison, River Mill Charter**, Summit Charter**
	156.9	Alexander, Chatham Charter**, Craven, Guilford, Lincoln Charter**, Pender, Swain
1999 State	156.7	Asheboro City, Hyde, Kings Mountain City, Moore
	156.5	Caldwell, Catawba, Francine Delany**, Graham, Polk, Winston-Salem/Forsyth
2000 State	156.3	Cumberland, Rowan-Salisbury, Vance Charter**, Whiteville City, Yadkin
	156.1	Jones, Pitt, Richmond, Rutherford, Wayne
1998 State	155.9	Brunswick, Lee, Mitchell, Person, Randolph
1997 State	155.7	Lenoir, Rockingham, Stokes, Wilson
	155.5	Alamance-Burlington, Duplin, Gaston, Harnett, Iredell-Statesville
1996 State	155.3	Arapahoe**, Charlotte/Mecklenburg, Gates, Granville, Hickory City
	155.1	Caswell, Clinton City, Edenton/Chowan, Franklin, Sampson, Village Charter**
	154.9	Cleveland, East Wake Academy**, Kannapolis City, Nash Rocky Mount, Roanoke Rapids City
	154.7	Durham, Lincoln, Shelby City
1994,1995 State	154.5	American Ren. Middle**, Beaufort, Elizabeth City/Pasquotank, Phase Academy**, Tyrrell
	154.3	Greene, Rocky Mt Charter Public**
1993 State	154.1	
	153.9	Halifax, Hoke, MAST**, Northampton, Scotland
	153.7	Columbus
	153.3	Montgomery
	153.1	Lexington City, Perquimans
	152.9	Anson, Bladen
	152.5	Englemann**, Evergreen Community**, Martin
	152.1	Warren
	151.7	Omuteko Gwamazima**, Robeson
	151.5	Hertford, Tiller School**
	151.1	Edgecombe, Washington
	150.9	Vance
	150.7	Thomasville City
	150.5	S.B. Howard**
	150.1	Weldon City
	149.9	Bertie
	149.7	Imani Institute**
	149.5	Turning Point**
	148.9	Sankore School**
	148.7	C.G. Woodson**, Carter Community**
	148.5	Quality Education**
	147.5	SPARC Academy**
	147.1	The Learning Center**
	146.7	Provision Academy**
	146.1	Crossnore Academy**
	145.5	Oma's Inc. **
	144.9	CIS Academy**
	140.3	Lift Academy**
	137.9	Right Step**
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Data received from LEAs after July 21, 2000 are not included in this table.

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Table 51. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 6 Mean Scale Score by LEA - Mathematics

State	Mean Score†	2000 LEA Performance
	179.7	Mountain Community**
	177.7	Magellan**
	174.5	Franklin Academy**
	174.1	Quest Academy**
	173.3	Exploris**
	173.1	Chapel Hill-Carrboro City
	172.3	Transylvania
	171.9	Mount Airy City
	171.3	Brevard Academy**
	170.3	Avery, Watauga
	169.9	Camden, Kings Mountain City
	169.5	Currituck, Newton-Conover City
	169.1	Woods Charter**
	168.9	Ashe, Surry
	168.5	Buncombe, Haywood
	168.1	Elkin City, Jackson
	167.9	Henderson, Sterling Montessori**, Wake
	167.7	Union
	167.5	Arapahoe**
	167.3	Alleghany, Cabarrus, Chatham Charter**, Yancey
	167.1	Burke, Cleveland, Lake Norman**, McDowell, Wilkes
	166.9	Alexander, Davidson, Lee, New Hanover, Polk, Stanly
	166.7	Cherokee, Madison
	166.5	Caswell, Dare, Pender
	166.3	Catawba, Iredell-Statesville, Johnston, Mooresville City, Whiteville City
	166.1	Pamlico, Summit Charter**
	165.9	Caldwell, Davie, Graham, Lenoir, Orange, Yadkin
	165.7	Carteret, Chatham, Clay, Onslow, Wayne, Winston-Salem/Forsyth
	165.5	Francine Delany**, Gaston, Shelby City, Swain
	165.3	Lincoln, Macon, Stokes
2000 State	165.1	Moore, Pitt, Roanoke Rapids City
1999 State	164.9	Asheville City, Brunswick, Guilford
	164.7	Person, Wilson
	164.5	Alamance-Burlington, Harnett, Richmond, Rowan-Salisbury, Rutherford
	164.3	Asheboro City, Craven, Randolph
	164.1	Duplin, Rockingham, Sampson
1998 State	163.7	Cumberland, Downtown Middle**, Hickory City, Hyde
	163.5	Anson, Edenton/Chowan
	163.3	Clinton City, Greene, Jones, Mitchell, Nash-Rocky Mount, Village Charter**
	163.1	Charlotte/Mecklenburg, Elizabeth City/Pasquotank, Hoke, Vance Charter**
	162.9	Franklin
	162.7	Beaufort, Gates
	162.5	Granville, Lincoln Charter**
	162.3	Columbus, Perquimans, Scotland
1997 State	162.1	Halifax
	161.9	Bladen
	161.7	Kannapolis City
1996 State	161.5	Durham
	161.1	Hertford, Northampton
	160.9	Montgomery, Tiller School**, Tyrrell
	160.7	East Wake Academy**
	160.3	Edgecombe, Lexington City, Robeson
1995 State	160.1	American Ren. Middle**, MAST**
	159.9	Weldon City
	159.7	Martin
1994 State	159.5	
	159.3	Phase Academy**
	159.1	Vance, Washington
	158.9	Thomasville City, Warren
	158.7	River Mill Charter**
1993 State	158.1	
	157.1	Bertie
	156.7	Englemann**
	156.5	The Learning Center**
	156.1	C G Woodson**
	155.7	Rocky Mt Charter Public**
	155.3	Provisions Academy**
	155.1	CIS Academy**
	154.9	Imani Institute**
	154.7	Sankore School**
	154.3	Crossnore Academy**, Evergreen Community**
	153.9	Omuteko Gwamaziima**
	153.5	Carter Community**, Turning Point**
	152.7	S B Howard**
	150.9	Quality Education**, SPARC Academy**
	149.1	Lift Academy**
	148.3	Right Step**
	147.9	Omers-Inc **
	*	Grandfather Academy**, Kennedy Charter**, Lakeside School**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

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Table 52. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Reading

State	Mean Score†	2000 LEA Performance
	167.7	Magellan**
	167.3	Exploris**
	166.5	Quest Academy**
	166.1	Chapel Hill-Carrboro City
	165.9	Orange Co. Charter**
	165.7	Francine Delany**, Watauga
	164.5	Sterling Montessori**
	164.1	River Mill Charter**
	163.9	Transylvania
	163.7	Charlotte/Mecklenburg
	163.5	Summit Charter**
	163.3	Arapahoe**, Yancey
	162.9	Camden, Clay
	162.7	Brevard Academy**, Polk
	162.5	Elkin City, Thomas Jefferson**, Wake
	162.3	Evergreen Community**, Lake Norman**, Mount Airy City
	162.1	Alleghany, Buncombe, Cherokee
	161.9	Dare, Henderson
	161.7	Ashe
	161.5	Cabarrus, Orange
	161.3	Carteret, Davidson, Haywood, Mooresville City, New Hanover, Village Charter**
	161.1	Burke, Catawba, Johnston, Mitchell, Stanly
	160.9	Chatham, Moore, Surry, Swain, Union
	160.7	Jackson, MAST**, The Learning Center**
	160.5	Avery, Caldwell, Craven, Currituck, Davie, Wilkes
2000 State	160.3	Clinton City, Lincoln Charter**, Madison, Onslow, Roanoke Rapids City
	160.1	Brunswick, Graham, Kings Mountain City, McDowell, Pender, Winston-Salem/Forsyth, Yadkin
1999 State	159.9	Asheboro C., Asheville C., Chatham Ch**, Downtown Mid**, East Wake Acad**, Gates, Guilford, Macon, Newton-Conover C., Pamlico, Pitt, Woods Ch**
	159.7	American Ren. Middle**, Harnett
	159.5	Alexander, Iredell-Statesville, Lincoln, Rockingham, Whiteville City,
	159.3	Granville, Lee, Rutherford, Stokes
1998 State	159.1	Alamance-Burlington, Beaufort, Cumberland, Randolph, Richmond, Rowan-Salisbury, Wayne, Wilson
	158.9	Cleveland, Duplin, Jones, Lenoir, Person, Rocky Mt. Charter Public**
	158.7	Gaston, Hickory City
	158.5	Caswell, Durham, Edenton/Chowan, Scotland
1997 State	158.3	Columbus, Franklin, Nash-Rocky Mount, Perquimans, Sampson
1995 State	158.1	Elizabeth City/Pasquotank
1996 State	157.9	
	157.7	Oma's Inc **, Shelby City
	157.5	Bladen, Kannapolis City, Montgomery, Northampton, Quality Education**, Thomasville City
1994 State	157.3	Greene, Hoke
1993 State	157.1	
	156.9	Hyde, Tyrrell
	156.7	Halifax
	156.5	Lexington City
	156.1	Martin, Phase Academy**
	155.9	Bertie
	155.7	Edgecombe, Vance, Warren
	155.5	Robeson
	155.1	Imani Institute**, Washington
	154.7	Anson
	154.5	Hertford
	154.3	Weldon City
	153.1	C.G. Woodson**, Omuteko Gwamaziima**, SPARC Academy**
	152.1	S.B. Howard**
	151.9	Provision Academy**
	151.3	Carter Community**
	150.7	Lift Academy**
	150.5	Right Step**
	150.3	CIS Academy**
	149.3	Sankore School**
	145.5	Success Academy**
	*	Crossnore Academy**, Grandfather Academy**, Kennedy Charter**, Lakeside School**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Table 53. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 7 Mean Scale Score by LEA - Mathematics

State	Mean Score†	2000 LEA Performance
	184.9	Magellan**
	179.9	Orange Co. Charter**
	179.3	Chapel Hill-Carrboro City, Exploris**
	178.1	Transylvania
	177.9	Francine Delany**
	177.5	Brevard Academy**
	177.3	Lake Norman**
	177.1	Watauga
	176.9	Mount Airy City
	176.7	Graham, Quest Academy**
	176.3	Alleghany
	176.1	Clay
	175.5	Yancey
	175.1	Summit Charter**
	174.9	Arapahoe**, Ashe, Buncombe, Mooresville City
	174.5	Henderson
	174.3	Catawba, Newton-Conover City, Polk, Thomas Jefferson**, Wake
	174.1	Avery, Haywood
	173.7	Johnston
	173.5	Surry, Union
	173.3	Cabarrus, Currituck, Davidson, Lee
	173.1	Cherokee, Moore, New Hanover, Stanly
	172.9	Burke, Caldwell, Elkin City, Perquimans, Sterling Montessori**
	172.7	Jackson
	172.5	Brunswick, Camden, Chatham Charter**, Dare, Davie, Wilkes
	172.3	Madison, Pamlico
	172.1	Evergreen Community**, Lincoln
	171.9	Carteret, Cleveland, Harnett, Pender, Swain
	171.7	Lenoir, McDowell
	171.5	Asheboro City, Gaston, Iredell-Statesville, Kings Mountain City, River Mill Charter**
	171.3	Onslow, Pitt, Randolph, Roanoke Rapids City
2000 State	171.1	Alamance-Burlington, Alexander, Mitchell, Winston-Salem/Forsyth
1999 State	170.9	Asheville City, Clinton City, Kannapolis City, Wilson
	170.7	Beaufort, Chatham, Craven, Orange, Scotland
	170.5	Downtown Middle**, Macon, Wayne
	170.3	East Wake Academy**, Hickory City, Whiteville City
	170.1	Duplin, Gates, Stokes, The Learning Center**
	169.9	Guilford, MAST**, Nash-Rocky Mount, Yadkin
	169.7	Lincoln Charter**, Rutherford
	169.5	Charlotte/Mecklenburg
1998 State	169.3	Montgomery, Richmond
	169.1	Edenton/Chowan, Franklin, Rockingham, Rowan-Salisbury
	168.9	Bladen
	168.7	Columbus
	168.5	Elizabeth City/Pasquotank, Granville, Person, Sampson, Shelby City, Village Charter**
	168.3	Cumberland, Sampson
	168.1	Durham
	167.9	Thomasville City
1997 State	167.5	Halifax, Hoke, Jones
	167.1	Amercian Ren. Middle**, Greene
	166.9	Lexington City, Woods Charter**
	166.7	Edgecombe, Northampton,
1996 State	166.5	Caswell, Hyde, Robeson
1995 State	166.1	
	165.9	Martin
	165.7	Bertie, Hertford
	165.1	Anson, Rocky Mt Charter Public**
1994 State	164.9	
	164.7	Tyrrell
	164.3	Vance, Warren
1993 State	164.1	
	163.7	Weldon City
	163.5	Washington
	161.5	Quality Education**
	161.1	Oma's Inc. **,
	160.9	C G Woodson**
	160.1	Imani Institute**
	159.9	S B Howard**
	159.7	Phase Academy**
	158.9	Sankore School**
	158.3	Provisions Academy**
	158.1	SPARC Academy**
	157.7	CIS Academy**
	156.7	Carter Community**
	154.7	Lift Academy**, Right Step**, Success Academy **
	153.1	Omuteko Gwamazima**
	*	Crossnore Academy**, Grandfather Academy**, Kennedy Charter**, Lakeside School**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Table 54. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Reading

State	Mean Score†	2000 LEA Performance
	170.9	Magellan**
	170.5	Exploris**
	169.3	Quest Academy**
	168.7	Chapel Hill-Carrboro City
	167.9	Sterling Montessori**
	167.5	Arapahoe**
	166.9	Brevard Academy**
	166.7	Transylvania
	166.3	Watauga
	166.1	Summit Charter**, Thomas Jefferson**
	165.9	Alleghany
	165.7	Evergreen Community**, Yancey
	165.5	Clay
	165.3	Elkin City, Mount Airy City
	165.1	Wake
	164.9	Graham
	164.7	Buncombe, Cherokee, Swain
	164.3	Cabarrus, East Wake Academy**, Haywood, Henderson, Lake Norman**, McDowell, Polk
	164.1	Dare, Moore
	163.9	Avery, Burke, Carteret, Gates, Jackson, Johnston, Madison, Mitchell, Mooresville C., Stanly, Surry, Village Ch **
	163.7	Catawba, Chatham, Clinton City, Downtown Middle**, Newton-Conover City, Pamlico, Union
	163.5	Ashe, Asheboro City, Craven, Currituck, Davie, Macon, New Hanover
	163.3	Guilford, Shelby City, Woods Charter**
	163.1	Kings Mountain City, Onslow, Orange, Pender
	162.9	Brunswick, Caldwell, Camden, Lenoir, Wilkes, Yadkin
2000 State	162.7	Davidson, Duplin, Granville, Iredell-Statesville, Person
	162.5	Alexander, MAST**, Rockingham, Wayne, Winston-Salem/Forsyth
1999 State	162.3	Lee, Pitt, Stokes
	162.1	Alamance-Burl., Am. Ren. Middle**, Cumberland, Gaston, Nash-Rocky, Richmond, Roanoke Rapids, Rutherford
1998 State	161.9	Charlotte/Mecklenburg, Cleveland, Randolph, Wilson
	161.7	Asheville City, Durham, Edenton/Chowan, Harnett, Lincoln, Martin, Rowan-Salisbury, Whiteville City
	161.3	Elizabeth City/Pasquotank, Hickory City, Kannapolis City, Montgomery, Perquimans
	161.1	Franklin, River Mill Charter**, Scotland
1997 State	160.9	Beaufort, Northampton, Sampson
	160.7	Caswell, Chatham Charter**, Tyrrell
	160.5	Thomasville City
	160.3	Columbus, Hyde, Jones
1995,1996 State	160.1	Bladen, Lexington City
	159.9	Crossnore Academy**
1994 State	159.7	
	159.5	Anson, Vance
	159.3	Edgecombe, Hoke, Washington
	159.1	Phase Academy**, Warren
	158.9	Bertie, Robeson
1993 State	158.7	
	158.5	Greene
	158.3	Hertford
	157.9	Weldon City
	157.3	Quality Education**
	157.1	Halifax, Imani Institute**
	156.9	C.G. Woodson**
	156.7	Lakeside School**, The Learning Center**
	155.7	Sankore School**
	154.5	Carter Community**, Right Step**
	154.3	Lift Academy**
	152.9	Provisions Academy**, SPARC Academy**
	152.7	Laurinburg Homewoork**
	152.5	Oma's Inc **
	150.5	Grandfather Academy**
	148.1	CIS Academy**
	145.5	Kennedy Charter**
	*	Omuteko Gwamaziima**, Success Academy**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Table 55. 1999-00 End-of-Grade Multiple-Choice Test Results
Grade 8 Mean Scale Score by LEA - Mathematics

State	Mean Score†	2000 LEA Performance
	189.5	Magellan**
	186.3	Exploris**
	185.1	Transylvania
	183.5	Chapel Hill-Carrboro City
	183.3	Summit Charter**
	182.3	Arapahoe**
	181.7	Chatham Charter**
	181.5	Quest Academy**
	181.3	Watauga, Yancey
	181.1	Lake Norman**
	180.9	Clay
	180.3	Mount Airy City
	179.9	Buncombe
	179.7	Brevard Academy**
	179.5	Graham
	179.3	Haywood, Newton-Conover City
	179.1	Elkin City, Surry
	178.9	McDowell, Thomas Jefferson**
	178.7	Cherokee
	178.5	Henderson, Jackson, Mooresville City, Wake
	178.3	Alleghany, Johnston, Madison, Pender
	178.1	Catawba
	177.9	Avery, Lee
	177.7	Ashe, Lenoir, MAST**, Perquimans
	177.5	Clinton City, Currituck, Dare, Davie, Pamlico, Sterling Montessori**, Wilkes
	177.3	Cabarrus, Stanly, Union
	177.1	Asheboro City, Macon
	176.9	Moore, New Hanover, Swain
	176.7	Polk
	176.5	Brunswick, Carteret
	176.3	East Wake Academy**, Iredell-Statesville
	176.1	Burke, Davidson, Duplin, Randolph
	175.9	Caldwell, Hyde, Mitchell, Onslow, Roanoke Rapids City, Village Charter**
	175.7	Hyde
	175.5	Alamance-Burlington, Downtown Middle**, Harnett
	175.3	Cleveland, Craven, Kings Mountain City, Person, Scotland, Wilson
2000 State	175.1	Gates, Rockingham, Yadkin
	174.9	Alexander, Nash-Rocky Mount, Rutherford, Shelby City
	174.7	Richmond
	174.5	Chatham, Edenton/Chowan, Gaston, Guilford, Lincoln, Stokes, Winston-Salem/Forsyth
	174.3	Beaufort, Granville, Pitt, Rowan-Salisbury, Wayne
	174.1	Camden, Hickory City
1999 State	173.9	
	173.7	Asheville City, Kannapolis City, Orange, Whiteville City
1998 State	173.5	Sampson
	173.3	Charlotte/Mecklenburg, Franklin
	172.9	Elizabeth City/Pasquotank
	172.7	Montgomery
	172.5	American Ren Middle**, Cumberland, Durham
	172.1	Lexington City, Thomasville City, Tyrrell
	171.9	Bladen, Columbus, Edgecombe
	171.7	Martin
	171.3	Evergreen Community**, Northampton, Robeson
1997 State	171.1	
	170.9	Halifax
1996 State	170.7	Warren
	170.5	Hoke, Jones
1995 State	170.3	
	170.1	Anson, Vance
	169.9	Woods Charter**
	169.7	Washington
	169.5	Weldon City
1994 State	169.1	
	168.9	Hertford
	168.7	Greene
	168.5	Caswell, River Mill Charter**
1993 State	168.3	Bertie
	165.9	Phase Academy**
	165.1	Crossnore Academy**, The Learning Center**
	164.7	Laurinburg Homework**
	163.9	Sankore School**
	163.3	Imani Institute**
	161.9	C G Woodson**, Carter Community**
	161.7	Right Step**
	161.5	Quality Education**
	161.3	Oma's Inc **
	160.1	Grandfather Academy**
	159.7	Lift Academy**
	159.3	Lakeside School**
	158.7	Provisions Academy**
	155.9	SPARC Academy**
	155.1	CIS Academy**
	148.9	Kennedy Charter**
	*	Omuteko Gwamazima**, Success Academy**

Notes: †Mean scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Table 56a. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Western Region (RAC 1)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**101,064**	**146.5**	**143.5**	**64.8**	**1,501**	**52.4**	**1,634**	**72.2**	**30,948**	**43.7**	**3,558**	**52.6**	**1,615**	**66.7**	**61,775**	**76.2**
Western Region	**7,352**	**147.7**	**145.1**	**71.6**	**88**	**55.7**	**48**	**72.9**	**510**	**45.5**	**167**	**56.4**	**97**	**65.6**	**6,441**	**74.3**
Buncombe	1,951	148.3	145.6	72.7	11	81.8	15	86.7	101	42.9	37	56.8	41	51.2	1,746	75.0
Asheville City	297	145.8	142.3	59.8	0	*	3	*	156	42.6	12	50.0	7	71.4	119	82.4
Francine Delany**	12	144.1	137.6	41.7	0	*	0	*	6	0.0	0	*	0	*	6	83.3
Evergreen Community**	24	146.3	140.6	82.4	0	*	0	*	0	*	2	*	1	*	21	87.5
Cherokee	264	148.6	147.0	77.7	3	*	0	*	4	*	4	*	1	*	252	79.4
The Learning Center**	7	143.9	141.7	71.4	0	*	0	*	1	*	1	*	0	*	5	80.0
Clay	84	148.6	146.7	81.0	0	*	0	*	0	*	0	*	0	*	84	81.0
Graham	88	145.2	141.9	64.8	12	50.0	0	*	0	*	0	*	1	*	75	66.7
Haywood	584	147.6	144.5	70.7	2	*	2	*	3	*	1	*	4	*	572	70.4
Henderson	884	148.4	144.8	72.1	5	60.0	7	57.1	46	40.0	58	50.0	14	57.1	754	76.3
Mountain Community**	16	148.8	145.9	87.5	0	*	0	*	1	*	1	*	0	*	14	85.7
Jackson	278	146.0	144.5	65.7	32	59.4	0	*	4	*	5	80.0	5	80.0	232	66.2
Summit Charter**	16	151.2	146.4	75.0	0	*	3	*	0	*	0	*	0	*	13	69.2
Macon	292	150.0	147.7	80.5	1	*	3	*	3	*	4	*	0	*	281	81.1
Madison	202	147.8	146.8	74.8	0	*	0	*	1	*	1	*	0	*	200	74.5
McDowell	508	145.8	142.8	62.3	1	*	8	25.0	18	44.4	11	54.5	3	*	466	63.7
Mitchell	159	149.6	147.2	78.5	0	*	0	*	0	*	6	83.3	0	*	153	78.3
Polk	189	147.8	147.2	77.1	0	*	0	*	18	66.7	8	50.0	5	100.0	158	79.0
Rutherford	839	146.9	144.7	70.7	0	*	3	*	123	52.8	10	77.8	9	88.9	694	73.5
Swain	119	146.9	144.7	66.4	20	40.0	0	*	1	*	1	*	0	*	97	72.2
Transylvania	306	148.2	145.1	72.9	1	*	3	*	23	39.1	3	*	2	*	274	75.9
Brevard Academy**	16	148.7	146.4	81.3	0	*	0	*	0	*	1	*	4	*	11	81.8
Yancey	217	148.7	145.8	77.8	0	*	1	*	1	*	1	*	0	*	214	77.9

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 56b. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Northwest Region (RAC 2)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**101,064**	**146.5**	**143.5**	**64.8**	**1,501**	**52.4**	**1,634**	**72.2**	**30,948**	**43.7**	**3,558**	**52.6**	**1,615**	**66.7**	**61,775**	**76.2**
Northwest Region	**15,867**	**146.7**	**143.7**	**66.0**	**34**	**52.9**	**355**	**61.0**	**2,613**	**38.0**	**544**	**49.5**	**233**	**62.1**	**12,085**	**73.0**
Alexander	414	147.0	143.6	67.2	1	*	11	45.5	20	40.0	10	40.0	1	*	371	70.4
Alleghany	109	146.5	143.0	68.8	0	*	0	*	1	*	7	57.1	2	*	99	69.7
Ashe	247	148.3	146.1	72.9	0	*	1	*	2	*	3	*	1	*	240	72.9
Avery	192	146.3	144.9	66.7	0	*	1	*	1	*	4	*	0	*	186	67.2
Burke	1,194	148.3	145.6	75.3	0	*	104	67.0	109	49.5	26	73.1	13	69.2	942	79.4
Caldwell	1,021	146.9	143.0	66.6	2	*	5	40.0	72	45.1	13	53.8	17	58.8	912	68.8
Catawba	1,244	146.7	143.0	65.7	2	*	79	56.6	71	45.7	35	55.9	11	81.8	1,046	67.9
Englemann**	29	141.8	128.6	13.8	0	*	0	*	9	0.0	0	*	2	*	18	22.2
Hickory City	348	145.5	141.9	57.4	0	*	39	43.6	103	31.3	22	47.6	10	50.0	174	77.0
Newton Conover City	195	147.1	143.8	67.2	2	*	15	53.3	31	38.7	17	58.8	5	40.0	125	79.2
Davidson	1,516	148.2	145.9	74.9	2	*	4	*	23	56.5	12	66.7	9	66.7	1,466	75.3
Lexington City	267	146.0	142.8	58.1	0	*	19	52.6	121	45.8	23	52.2	9	88.9	95	73.4
Thomasville City	217	143.2	138.8	44.7	0	*	0	*	115	32.2	7	71.4	7	57.1	88	58.0
Davie	449	147.5	145.1	69.4	2	*	0	*	38	50.0	11	36.4	3	*	395	72.3
Winston-Salem/Forsyth	3,525	146.0	142.8	61.5	11	54.5	34	88.2	1,352	37.7	185	42.9	79	64.6	1,864	80.0
C G Woodson**	18	136.6	132.8	22.2	0	*	0	*	18	22.2	0	*	0	*	0	*
East Winston Primary**	19	132.0	128.4	0.0	0	*	0	*	19	0.0	0	*	0	*	0	*
Forsyth Academies**	50	141.3	134.6	42.0	3	*	1	*	27	33.3	0	*	1	*	16	50.0
Iredell-Statesville	1,412	145.8	142.5	62.0	4	*	22	45.5	283	31.6	35	54.3	15	53.3	1,053	71.0
American Renaissance**	29	148.6	138.8	51.7	0	*	0	*	5	0.0	0	*	0	*	23	60.9
Mooresville City	297	147.8	143.6	67.7	1	*	5	80.0	56	30.4	0	*	2	*	233	76.4
Grandfather Academy**	3	*	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Crossnore Academy**	1	*	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Stokes	530	145.4	143.4	63.7	1	*	0	*	30	33.3	7	71.4	15	46.7	477	66.2
Surry	657	145.7	143.8	64.7	2	*	5	40.0	18	50.0	53	49.1	7	33.3	572	67.1
Elkin City	97	152.2	149.9	85.6	0	*	0	*	6	66.7	4	*	0	*	87	87.4
Bridges**	7	133.1	134.1	14.3	0	*	0	*	0	*	0	*	0	*	7	14.3
Mount Airy City	160	148.8	147.5	75.6	0	*	5	80.0	16	68.8	2	*	1	*	136	76.5
Watauga	379	149.7	147.6	79.5	0	*	2	*	5	60.0	2	*	6	83.3	364	79.7
Wilkes	775	146.6	144.7	66.5	1	*	3	*	40	50.0	33	51.5	11	54.5	687	68.1
Yadkin	466	146.4	144.3	66.5	0	*	0	*	22	40.9	33	36.4	6	83.3	405	70.1

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 56c. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Southwest Region (RAC 3)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**101,064**	**146.5**	**143.5**	**64.8**	**1,501**	**52.4**	**1,634**	**72.2**	**30,948**	**43.7**	**3,558**	**52.6**	**1,615**	**66.7**	**61,775**	**76.2**
Southwest Region	**22,314**	**146.2**	**143.2**	**63.6**	**197**	**48.7**	**463**	**68.8**	**6,930**	**41.6**	**773**	**49.4**	**251**	**62.9**	**13,700**	**75.5**
Anson	339	142.0	138.7	45.1	1	*	2	*	223	35.5	1	*	2	*	110	65.1
Cabarrus	1,435	147.4	144.9	70.5	6	83.3	8	75.0	193	43.8	46	52.2	26	53.8	1,156	75.9
Kannapolis City	326	146.4	144.1	66.0	0	*	6	50.0	92	48.9	15	53.3	15	66.7	198	75.3
Cleveland	817	145.5	144.2	64.7	0	*	1	*	167	44.3	10	40.0	7	57.1	632	70.6
Kings Mountain City	379	147.4	144.4	72.5	1	*	8	87.5	82	51.9	3	*	8	87.5	277	77.6
Shelby City	282	146.0	142.8	60.4	0	*	2	*	170	45.8	3	*	5	40.0	102	85.0
Gaston	2,550	146.4	143.3	65.4	2	*	27	74.1	522	43.7	31	54.8	17	70.6	1,951	71.3
Hoke	487	144.1	140.3	55.0	51	39.2	5	100.0	237	44.3	22	72.7	7	42.9	165	72.1
Lincoln	824	146.5	143.9	67.1	0	*	2	*	56	37.5	26	46.2	13	61.5	727	70.3
Lincoln Charter**	39	146.5	137.8	48.7	0	*	0	*	1	*	0	*	0	*	38	50.0
Charlotte/Mecklenburg	8,187	146.5	143.2	62.8	32	53.1	309	69.9	3,481	42.0	375	50.7	73	67.1	3,917	81.9
Community Charter**	16	146.6	138.4	43.8	1	*	0	*	8	25.0	1	*	1	*	5	60.0
Sugar Creek**	69	135.6	126.0	17.4	0	*	0	*	68	17.6	0	*	0	*	1	*
Montgomery	329	141.8	139.7	47.1	1	*	15	53.3	100	35.0	41	41.5	1	*	171	55.6
Moore	793	146.9	144.4	65.6	8	50.0	6	50.0	185	46.7	34	44.1	11	81.8	549	73.4
STARS**	11	144.2	139.1	54.5	0	*	0	*	2	*	0	*	2	*	7	71.4
Richmond	654	144.3	141.3	57.6	15	46.7	6	66.7	253	42.1	12	58.3	10	50.0	358	69.0
Rowan-Salisbury	1,601	145.9	142.4	61.6	4	*	17	52.9	370	38.4	60	46.7	25	72.0	1,125	69.9
Rowan Academy**	17	136.7	131.7	23.5	0	*	0	*	17	23.5	0	*	0	*	0	*
Scotland	583	143.7	141.3	52.8	69	47.8	3	*	264	39.2	2	*	5	60.0	240	68.2
Stanly	803	146.4	144.3	68.2	1	*	32	71.0	131	42.7	18	33.3	9	66.7	612	74.6
Union	1,773	147.7	145.0	71.0	5	80.0	14	57.1	308	37.3	73	39.7	14	42.9	1,359	80.8

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data a: : not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 56d. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Northeast Region (RAC 4)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**101,064**	**146.5**	**143.5**	**64.8**	**1,501**	**52.4**	**1,634**	**72.2**	**30,948**	**43.7**	**3,558**	**52.6**	**1,615**	**66.7**	**61,775**	**76.2**
Northeast Region	**6,685**	**144.8**	**141.6**	**57.9**	**59**	**69.5**	**30**	**60.0**	**3,451**	**43.4**	**97**	**64.6**	**84**	**72.6**	**2,964**	**73.9**
Beaufort	596	146.4	144.0	66.9	0	*	0	*	250	50.8	18	66.7	3	*	325	79.4
Bertie	264	141.2	138.0	42.8	1	*	0	*	218	37.2	0	*	1	*	44	70.5
Camden	90	149.4	146.9	81.1	0	*	0	*	18	77.8	0	*	0	*	72	81.9
Edenton/Chowan	200	143.8	139.7	55.3	0	*	0	*	100	36.4	3	*	1	*	96	72.9
Currituck	255	148.9	145.4	77.3	1	*	2	*	27	74.1	2	*	5	80.0	218	77.5
Dare	366	147.1	143.2	65.0	0	*	0	*	10	40.0	6	83.3	42	81.0	308	63.3
Edgecombe	575	143.1	139.6	53.2	0	*	1	*	336	42.9	20	52.6	1	*	217	69.4
Gates	136	147.4	143.9	65.2	2	*	0	*	55	56.4	0	*	1	*	78	72.7
Halifax	490	144.0	140.0	53.3	36	69.4	1	*	414	50.5	0	*	1	*	38	68.4
Roanoke Rapids City	258	147.8	146.7	72.9	1	*	3	*	48	56.3	1	*	1	*	204	76.0
Weldon City	98	142.7	140.1	52.6	0	*	1	*	92	52.7	0	*	1	*	4	*
Hertford	331	141.9	138.3	48.0	8	62.5	0	*	266	41.7	1	*	0	*	56	75.0
Hyde	61	143.0	140.0	52.5	0	*	0	*	32	40.6	0	*	0	*	29	65.5
Martin	359	143.6	142.2	55.4	1	*	1	*	197	40.1	1	*	2	*	157	75.2
Northampton	276	142.3	139.5	49.5	0	*	0	*	219	42.7	2	*	0	*	55	76.4
Elizabeth City/Pasquotank	443	144.6	141.5	56.4	2	*	9	44.4	197	36.5	3	*	11	63.6	221	73.8
Perquimans	118	145.4	140.6	53.4	2	*	0	*	38	34.2	1	*	1	*	76	60.5
Pitt	1,559	145.4	142.0	57.7	4	*	12	66.7	801	40.4	36	63.9	12	66.7	694	77.4
Tyrrell	50	145.4	145.6	66.0	0	*	0	*	23	52.2	1	*	0	*	26	80.8
Washington	160	142.1	138.3	45.6	1	*	0	*	110	34.5	2	*	1	*	46	69.6

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
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Table 56e. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Southeast Region (RAC 5)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**101,064**	**146.5**	**143.5**	**64.8**	**1,501**	**52.4**	**1,634**	**72.2**	**30,948**	**43.7**	**3,558**	**52.6**	**1,615**	**66.7**	**61,775**	**76.2**
Southeast Region	**17,818**	**146.0**	**143.0**	**63.0**	**1,008**	**51.4**	**123**	**71.3**	**6,522**	**46.7**	**705**	**60.0**	**358**	**72.3**	**9,097**	**75.8**
Bladen	479	142.9	140.1	50.9	6	83.3	0	*	250	36.8	12	41.7	2	*	209	67.5
Brunswick	744	145.9	143.0	65.2	4	*	0	*	178	46.6	13	61.5	11	63.6	538	71.6
Carteret	605	148.9	146.9	76.9	4	*	1	*	65	57.8	4	*	17	94.1	514	79.1
Tiller School**	14	152.6	148.1	85.7	0	*	1	*	0	*	0	*	0	*	13	84.6
Columbus	538	144.1	142.4	56.1	29	37.9	0	*	215	47.0	11	54.5	5	60.0	278	65.1
Whiteville City	233	144.0	138.7	50.2	2	*	4	*	102	32.4	4	*	4	*	117	68.4
Craven	1,143	148.0	144.7	69.9	3	*	7	85.7	399	51.0	29	62.1	17	88.2	688	80.7
Cumberland	4,022	145.5	142.2	60.2	69	52.2	51	68.6	1,870	46.9	214	64.5	103	70.9	1,713	73.7
Duplin	707	144.7	141.7	56.7	1	*	1	*	257	42.0	115	45.6	6	66.7	327	72.3
Greene	237	144.1	141.0	54.3	0	*	1	*	129	44.4	19	31.6	0	*	88	72.7
Jones	131	145.2	142.3	58.0	0	*	0	*	72	50.0	2	*	0	*	57	68.4
Lenoir	810	147.3	144.1	67.9	1	*	4	*	402	53.7	22	59.1	1	*	380	83.2
Children's Village**	14	145.9	131.6	42.9	0	*	0	*	14	42.9	0	*	0	*	0	*
New Hanover	1,679	147.8	145.5	70.0	3	*	15	73.3	478	39.1	14	64.3	45	68.9	1,124	83.1
Onslow	1,593	147.8	144.7	71.0	19	68.4	20	63.2	366	58.6	60	76.7	86	77.9	1,042	74.6
Phase Academy**	17	140.8	129.1	17.6	1	*	0	*	13	15.4	0	*	3	*	0	*
Pamlico	134	148.8	145.6	79.7	0	*	1	*	38	65.8	0	*	2	*	93	87.0
Arapahoe**	36	146.4	145.7	77.8	0	*	0	*	2	*	2	*	0	*	32	81.3
Pender	568	146.8	143.7	68.2	2	*	0	*	175	56.8	11	45.5	5	80.0	375	73.9
Robeson	1,894	143.6	140.5	53.2	844	50.7	3	*	573	42.7	52	62.7	10	70.0	412	70.8
Sampson	584	146.2	143.8	67.5	12	66.7	2	*	184	54.3	65	73.8	7	100.0	312	73.4
Clinton City	213	147.2	143.6	67.6	7	57.1	3	*	105	56.2	7	42.9	0	*	91	82.4
Wayne	1,402	145.6	142.4	60.3	1	*	9	55.6	615	41.9	49	59.2	34	64.7	694	76.5
Dillard Academy**	21	140.1	129.6	23.8	0	*	0	*	20	25.0	0	*	0	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

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Table 56f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 3 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	101,064	146.5	143.5	64.8	1,501	52.4	1,634	72.2	30,948	43.7	3,558	52.6	1,615	66.7	61,775	76.2
Central Region	31,028	147.0	143.9	66.1	115	55.7	615	81.9	10,922	44.6	1,272	50.5	592	66.0	17,488	80.1
Alamance-Burlington	1,610	145.5	143.4	62.6	2	*	14	64.3	482	42.4	84	47.6	14	78.6	1,014	73.2
River Mill Charter**	17	145.5	141.5	64.7	0	*	0	*	2	*	0	*	0	*	15	66.7
Caswell	300	145.3	142.1	60.9	0	*	0	*	128	48.0	2	*	3	*	167	70.7
Chatham	501	145.7	142.6	62.3	2	*	0	*	126	38.1	41	41.5	13	53.8	319	75.2
Chatham Charter**	16	150.1	148.3	81.3	1	*	0	*	2	*	0	*	0	*	13	84.6
Durham	2,274	145.8	142.5	60.2	3	*	47	85.1	1,321	46.6	90	38.9	59	66.1	754	84.7
Maureen Joy**	27	136.3	128.5	14.8	0	*	0	*	27	14.8	0	*	0	*	0	*
Healthy Start**	72	137.8	130.4	15.3	0	*	0	*	71	15.5	0	*	1	*	0	*
Carter Community**	18	136.1	129.7	11.1	0	*	0	*	14	14.3	0	*	0	*	1	*
Turning Point**	21	136.0	127.7	14.3	0	*	0	*	20	10.0	0	*	0	*	1	*
Research Triangle**	12	140.5	129.9	16.7	0	*	0	*	10	20.0	0	*	1	*	1	*
Omuteko Gwamaziima**	7	131.4	123.7	0.0	0	*	0	*	7	0.0	0	*	0	*	0	*
Franklin	619	144.7	141.2	58.5	2	*	4	*	254	44.7	35	37.1	10	70.0	314	72.2
Granville	653	146.0	142.5	61.3	1	*	1	*	273	43.0	21	47.6	6	83.3	351	79.5
Guilford	5,054	146.0	142.8	61.8	33	45.5	156	62.6	2,169	42.9	132	49.2	156	65.4	2,407	79.4
Greensboro Academy**	52	147.5	141.5	67.3	0	*	2	*	6	0.0	0	*	0	*	44	75.0
Harnett	1,320	146.8	143.7	66.5	9	66.7	9	77.8	395	49.1	64	57.8	31	61.3	812	75.7
Harnett Early Childhood**	15	140.1	136.5	33.3	0	*	0	*	14	28.6	0	*	1	*	0	*
Johnston	1,755	147.4	144.5	68.8	6	66.7	3	*	376	44.9	122	58.2	32	46.9	1,216	77.7
Lee	734	145.5	142.5	60.8	5	60.0	6	83.3	201	43.3	116	44.0	14	57.1	392	74.5
Nash-Rocky Mount	1,407	146.1	143.4	64.6	4	*	9	55.6	780	51.9	45	55.6	6	66.7	559	83.2
Rocky Mt Charter Public*	77	141.6	134.8	39.0	3	*	3	*	55	29.1	0	*	3	*	13	69.2
Orange	534	147.5	144.0	67.8	4	*	3	*	130	36.4	14	50.0	6	66.7	377	79.3
Chapel Hill-Carrboro City	714	151.1	149.1	80.8	0	*	49	91.8	137	43.7	27	51.9	22	77.3	478	92.2
Village Charter**	10	136.9	136.6	20.0	0	*	1	*	6	0.0	1	*	0	*	2	*
Person	492	146.2	141.8	63.2	0	*	0	*	185	44.9	7	71.4	4	*	296	74.3
Randolph	1,356	145.9	143.1	62.5	7	71.4	8	87.5	71	39.4	54	46.3	16	56.3	1,200	64.5
Asheboro City	307	145.2	142.7	56.7	0	*	6	83.3	58	27.6	55	45.5	4	*	184	68.5
Rockingham	1,150	146.5	143.2	65.8	2	*	4	*	288	46.7	31	45.2	25	58.3	800	73.5
Vance	725	143.3	140.2	52.1	1	*	3	*	472	43.8	24	54.2	0	*	225	68.8
Vance Charter**	18	141.6	139.0	55.6	0	*	0	*	5	40.0	0	*	1	*	12	58.3

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 56f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs

Grade 3 Reading and Mathematics

Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**101,064**	**146.5**	**143.5**	**64.8**	**1,501**	**52.4**	**1,634**	**72.2**	**30,948**	**43.7**	**3,558**	**52.6**	**1,615**	**66.7**	**61,775**	**76.2**
Wake	7,778	149.6	146.8	75.6	19	73.7	282	91.4	2,014	44.2	261	55.9	153	70.6	5,039	88.4
Sterling Montessori**	22	144.9	137.5	50.0	0	*	0	*	1	*	1	*	0	*	16	56.3
Franklin Academy**	38	150.6	147.6	81.6	0	*	0	*	0	*	0	*	0	*	38	81.6
East Wake Academy**	26	146.0	140.8	61.5	0	*	0	*	2	*	1	*	0	*	23	65.2
SPARC Academy**	38	138.4	126.4	13.5	0	*	0	*	38	13.5	0	*	0	*	0	*
Northeast Raleigh**	8	138.8	134.9	12.5	0	*	0	*	6	16.7	0	*	0	*	2	*
Quest Academy**	8	158.3	158.3	100.0	0	*	0	*	1	*	0	*	0	*	7	100.0
Warren	253	143.3	140.2	48.6	11	54.5	0	*	191	44.0	3	*	2	*	46	65.2
Wilson	949	147.1	144.0	71.0	0	*	5	100.0	543	58.8	41	65.9	9	77.8	350	89.7
S.B. Howard**	41	138.1	128.2	14.6	0	*	0	*	41	14.6	0	*	0	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 57a. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Western Region (RAC 1)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**99,451**	**149.8**	**152.9**	**69.3**	**1,390**	**57.6**	**1,647**	**75.7**	**29,662**	**48.9**	**3,166**	**57.0**	**1,323**	**71.6**	**62,237**	**79.6**
Western Region	**7,247**	**151.4**	**154.6**	**77.4**	**80**	**62.5**	**36**	**77.8**	**492**	**52.4**	**124**	**62.1**	**110**	**73.4**	**6,404**	**79.9**
Buncombe	1,855	152.3	155.1	80.1	10	80.0	8	75.0	105	63.1	26	80.8	44	77.3	1,662	81.2
Asheville City	298	150.9	152.6	69.9	0	*	2	*	128	47.2	3	*	9	55.6	156	89.0
Francine Delany**	22	148.5	147.6	61.9	0	*	0	*	10	20.0	0	*	0	*	12	100.0
Evergreen Community**	26	148.5	150.5	76.5	0	*	0	*	2	*	0	*	5	50.0	19	84.6
Cherokee	278	151.3	155.4	82.7	5	100.0	3	*	5	80.0	3	*	5	100.0	257	82.5
The Learning Center**	9	142.7	147.9	44.4	0	*	0	*	2	*	0	*	0	*	7	57.1
Clay	86	153.3	158.5	87.2	0	*	1	*	0	*	1	*	1	*	83	88.0
Graham	94	149.4	152.0	64.9	10	60.0	0	*	0	*	0	*	0	*	84	65.5
Haywood	598	151.9	154.2	80.4	0	*	1	*	4	*	9	88.9	4	*	580	80.3
Henderson	858	152.5	156.0	79.7	2	*	3	*	33	36.4	41	43.9	13	69.2	765	83.6
Mountain Community**	17	153.4	155.1	82.4	0	*	0	*	0	*	0	*	0	*	17	82.4
Jackson	285	150.1	154.7	72.3	25	40.0	0	*	2	*	1	*	4	*	253	75.5
Summit Charter**	19	148.4	150.6	57.9	0	*	0	*	0	*	0	*	0	*	19	57.9
Macon	296	152.7	155.6	83.4	3	*	1	*	3	*	1	*	3	*	285	84.2
Madison	189	149.2	153.2	65.6	0	*	0	*	0	*	1	*	0	*	188	65.4
McDowell	537	150.3	152.0	74.0	3	*	11	63.6	24	50.0	8	50.0	3	*	488	75.9
Mitchell	182	150.2	153.1	70.9	0	*	0	*	0	*	3	*	0	*	179	70.9
Polk	174	153.3	158.2	84.4	0	*	0	*	16	81.3	6	66.7	3	*	149	85.1
Rutherford	816	149.5	153.8	72.1	0	*	3	*	138	50.7	14	64.3	12	58.3	649	76.9
Swain	132	150.2	153.1	75.6	22	68.2	1	*	0	*	3	*	0	*	106	76.2
Transylvania	280	153.0	156.1	86.0	0	*	2	*	17	58.8	2	*	4	*	255	88.2
Brevard Academy**	16	151.0	153.8	93.8	0	*	0	*	2	*	0	*	0	*	14	92.9
Yancey	180	151.1	154.5	73.3	0	*	0	*	1	*	2	*	0	*	177	74.0

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 57b. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Northwest Region (RAC 2)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**99,451**	**149.8**	**152.9**	**69.3**	**1,390**	**57.6**	**1,647**	**75.7**	**29,662**	**48.9**	**3,166**	**57.0**	**1,323**	**71.6**	**62,237**	**79.6**
Northwest Region	**15,555**	**150.0**	**153.5**	**70.6**	**22**	**81.8**	**364**	**62.9**	**2,433**	**45.0**	**494**	**50.7**	**164**	**67.1**	**12,077**	**76.8**
Alexander	397	149.6	151.4	69.7	0	*	15	46.7	24	50.0	7	100.0	0	*	351	71.4
Alleghany	114	150.6	154.0	77.2	0	*	0	*	1	*	0	*	1	*	112	77.7
Ashe	221	150.7	154.6	74.7	1	*	1	*	1	*	2	*	1	*	215	74.9
Avery	166	152.7	156.2	81.9	0	*	0	*	0	*	0	*	1	*	165	81.8
Burke	1,166	150.8	154.0	76.2	2	*	104	68.3	81	58.0	32	71.9	11	81.8	936	78.7
Caldwell	999	150.0	152.7	70.1	0	*	7	71.4	71	47.9	16	62.5	8	50.0	897	72.2
Catawba	1,223	150.2	153.2	71.2	1	*	68	52.2	84	41.0	34	50.0	12	66.7	1,024	75.6
Englemann**	28	140.0	141.7	32.1	0	*	0	*	10	20.0	0	*	0	*	18	38.9
Hickory City	358	150.1	153.6	67.7	1	*	40	43.6	91	46.7	16	50.0	13	53.8	197	85.1
Newton Conover City	202	150.2	153.5	67.3	1	*	13	69.2	42	38.1	14	64.3	4	*	128	76.6
Davidson	1,502	151.0	155.5	76.2	3	*	8	50.0	28	57.1	13	76.9	9	77.8	1,441	76.7
Lexington City	218	146.5	150.6	54.4	0	*	17	64.7	98	44.3	30	46.7	9	66.7	64	68.8
Thomasville City	191	145.0	147.0	47.1	0	*	3	*	90	41.1	9	44.4	4	*	84	52.4
Davie	473	151.2	156.2	77.5	0	*	1	*	41	68.3	9	44.4	3	*	419	79.4
Winston-Salem/Forsyth	3,481	149.4	152.7	66.4	8	75.0	34	78.8	1,304	43.7	156	43.9	58	74.1	1,921	83.2
C.G. Woodson**	17	142.8	148.0	52.9	0	*	0	*	17	52.9	0	*	0	*	0	*
East Winston Primary**	13	138.8	142.8	23.1	0	*	0	*	13	23.1	0	*	0	*	0	*
Forsyth Academies**	41	146.7	150.6	56.1	0	*	0	*	20	55.0	0	*	0	*	21	57.1
Iredell-Statesville	1,312	149.7	152.1	68.8	4	*	29	69.0	214	40.8	36	47.2	12	50.0	1,017	75.7
American Renaissance**	19	145.8	144.7	50.0	0	*	0	*	5	0.0	0	*	0	*	14	69.2
Mooresville City	327	150.4	153.7	70.6	0	*	6	100.0	64	34.4	3	*	2	*	252	79.0
Grandfather Academy**	2	*	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Crossnore Academy**	3	*	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Stokes	560	148.7	152.5	68.0	0	*	0	*	24	45.8	9	44.4	6	66.7	521	69.4
Surry	694	149.4	154.5	70.6	1	*	4	*	27	55.6	47	51.1	2	*	613	72.9
Elkin City	91	152.9	156.2	80.0	0	*	1	*	5	75.0	4	*	0	*	81	81.5
Bridges**	9	147.4	148.0	66.7	0	*	0	*	0	*	0	*	0	*	9	66.7
Mount Airy City	156	152.3	155.5	80.1	0	*	4	*	20	60.0	2	*	0	*	130	84.6
Watauga	359	154.0	157.7	83.8	0	*	3	*	5	60.0	3	*	1	*	347	84.4
Wilkes	775	150.3	154.7	73.3	0	*	5	80.0	31	67.7	17	64.7	4	*	718	73.6
Yadkin	438	150.1	155.2	72.1	0	*	1	*	22	63.6	35	34.3	3	*	377	76.1

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 57c. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Southwest Region (RAC 3)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**99,451**	**149.8**	**152.9**	**69.3**	**1,390**	**57.6**	**1,647**	**75.7**	**29,662**	**48.9**	**3,166**	**57.0**	**1,323**	**71.6**	**62,237**	**79.6**
Southwest Region	**21,906**	**149.4**	**152.5**	**67.0**	**217**	**59.0**	**473**	**68.6**	**6,734**	**45.1**	**710**	**53.6**	**186**	**67.6**	**13,582**	**78.7**
Anson	377	144.9	149.2	51.9	4	*	7	42.9	230	39.3	1	*	1	*	134	74.6
Cabarrus	1,458	151.8	155.9	77.9	7	85.7	13	84.6	182	46.4	56	44.6	22	66.7	1,178	84.4
Kannapolis City	338	149.1	151.9	71.0	1	*	2	*	94	49.5	21	57.1	5	80.0	215	82.2
Cleveland	800	149.3	153.7	69.0	3	*	1	*	197	47.4	4	*	5	100.0	590	75.9
Kings Mountain City	368	151.3	156.4	77.9	0	*	9	88.9	81	60.0	3	*	6	66.7	269	83.2
Shelby City	261	147.7	150.2	58.3	0	*	0	*	153	43.7	2	*	3	*	103	79.6
Gaston	2,431	148.6	152.4	65.2	3	*	36	77.8	486	41.2	44	61.4	14	42.9	1,848	71.5
Hoke	528	146.0	149.5	57.9	78	57.7	4	*	247	46.9	21	52.4	9	66.7	169	73.8
Lincoln	808	148.5	152.8	65.3	2	*	4	*	80	43.0	35	48.6	12	50.0	675	69.1
Lincoln Charter**	38	154.1	154.3	81.1	0	*	0	*	2	*	1	*	1	*	34	87.9
Charlotte/Mecklenburg	7,815	149.8	152.1	66.3	36	58.3	312	71.4	3,275	45.5	297	52.9	38	68.4	3,853	84.7
Community Charter**	11	144.0	141.9	36.4	0	*	0	*	9	22.2	0	*	0	*	2	*
Sugar Creek**	68	140.4	138.6	17.6	0	*	1	*	66	16.7	1	*	0	*	0	*
Montgomery	356	145.0	148.6	50.4	0	*	14	50.0	94	33.3	46	41.3	4	*	198	60.1
Moore	940	150.4	153.6	71.8	12	50.0	3	*	247	54.4	45	57.5	11	81.8	622	79.6
STARS**	17	145.9	145.5	41.2	0	*	0	*	8	12.5	0	*	0	*	9	66.7
Richmond	646	147.4	150.2	59.8	9	22.2	2	*	252	45.4	16	75.0	5	80.0	362	69.6
Rowan-Salisbury	1,565	149.8	152.7	69.1	5	60.0	16	43.8	341	50.3	43	65.1	21	71.4	1,139	75.3
Rowan Academy**	16	140.1	140.9	25.0	0	*	0	*	15	20.0	0	*	0	*	1	*
Scotland	514	147.8	151.1	60.7	49	61.2	3	*	231	44.6	2	*	5	100.0	224	75.9
Stanly	766	149.0	151.9	65.1	2	*	33	42.4	111	50.0	8	37.5	11	54.5	601	69.5
Union	1,785	150.9	154.3	74.7	6	50.0	13	76.9	333	41.3	64	57.1	13	76.9	1,356	83.9

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after September 14, 2000 are not included in this table.

Table 57d. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Northeast Region (RAC 4)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**99,451**	**149.8**	**152.9**	**69.3**	**1,390**	**57.6**	**1,647**	**75.7**	**29,662**	**48.9**	**3,166**	**57.0**	**1,323**	**71.6**	**62,237**	**79.6**
Northeast Region	**6,729**	**147.8**	**150.9**	**61.8**	**31**	**74.2**	**34**	**88.2**	**3,422**	**47.7**	**79**	**54.4**	**46**	**67.4**	**3,116**	**77.1**
Beaufort	549	148.7	153.0	65.4	0	*	0	*	236	49.6	10	50.0	3	*	300	78.3
Bertie	279	145.2	148.2	50.2	1	*	0	*	225	45.8	1	*	1	*	51	68.6
Camden	104	150.7	156.3	78.8	0	*	1	*	13	69.2	0	*	0	*	90	80.0
Edenton/Chowan	166	146.4	149.4	54.3	0	*	1	*	93	44.6	2	*	0	*	70	69.6
Currituck	249	152.5	156.3	87.1	0	*	0	*	18	72.2	3	*	2	*	226	88.0
Dare	397	151.9	154.4	76.6	0	*	1	*	14	42.9	3	*	5	100.0	374	77.8
Edgecombe	581	144.9	147.1	49.0	0	*	0	*	323	37.8	16	75.0	2	*	240	62.8
Gates	148	150.5	151.7	74.8	0	*	1	*	58	65.5	0	*	0	*	89	80.7
Halifax	446	147.4	150.7	63.6	24	79.2	0	*	378	60.7	1	*	0	*	43	79.1
Roanoke Rapids City	234	150.0	153.4	68.7	2	*	5	100.0	39	30.8	3	*	2	*	183	75.3
Weldon City	111	143.4	148.8	47.7	0	*	0	*	103	46.6	0	*	1	*	7	57.1
Hertford	300	144.9	148.1	48.7	1	*	0	*	241	44.0	0	*	0	*	57	70.2
Hyde	65	144.5	148.2	54.7	0	*	0	*	36	34.3	0	*	0	*	29	79.3
Martin	378	146.4	149.5	54.1	1	*	2	*	226	44.2	6	50.0	2	*	141	70.0
Northampton	288	145.8	148.8	50.7	0	*	0	*	242	47.9	0	*	0	*	46	65.2
Elizabeth City/Pasquotank	498	147.3	150.3	60.4	0	*	5	80.0	245	46.5	3	*	7	71.4	238	73.5
Perquimans	137	147.1	149.9	59.1	0	*	0	*	50	48.0	1	*	0	*	86	66.3
Pitt	1,556	149.1	151.6	65.8	2	*	18	88.9	729	48.8	29	34.5	19	57.9	759	82.9
Tyrrell	56	149.1	153.7	69.6	0	*	0	*	27	44.4	0	*	0	*	29	93.1
Washington	187	145.8	147.6	52.9	0	*	0	*	126	41.3	1	*	2	*	58	75.9

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 57e. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Southeast Region (RAC 5)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**99,451**	**149.8**	**152.9**	**69.3**	**1,390**	**57.6**	**1,647**	**75.7**	**29,662**	**48.9**	**3,166**	**57.0**	**1,323**	**71.6**	**62,237**	**79.6**
Southeast Region	**17,439**	**149.2**	**152.3**	**68.3**	**918**	**58.2**	**120**	**86.7**	**6,217**	**53.7**	**634**	**68.0**	**301**	**73.4**	**9,246**	**79.0**
Bladen	430	146.0	148.9	55.0	2	*	0	*	227	41.4	7	85.7	0	*	194	69.9
Brunswick	824	150.3	152.8	72.2	3	*	1	*	166	51.2	14	50.0	12	75.0	628	78.2
Carteret	617	151.2	154.7	77.0	3	*	1	*	64	62.5	9	77.8	3	*	537	78.8
Tiller School**	15	151.3	153.2	66.7	0	*	0	*	1	*	0	*	1	*	13	61.5
Columbus	535	146.2	150.4	55.3	33	51.5	0	*	229	41.9	7	57.1	2	*	264	67.4
Whiteville City	213	147.0	150.9	60.1	1	*	0	*	99	41.4	5	60.0	1	*	107	77.6
Craven	1,150	150.9	153.0	75.1	2	*	8	75.0	385	60.5	30	82.8	15	73.3	710	82.6
Cumberland	4,037	149.0	151.5	66.9	57	57.9	52	88.5	1,817	54.2	211	70.1	84	65.5	1,814	79.2
Duplin	630	148.6	153.5	69.5	0	*	1	*	223	58.7	70	58.0	2	*	334	79.5
Greene	213	148.7	151.0	66.7	0	*	0	*	122	58.2	15	66.7	0	*	76	80.3
Jones	108	148.9	153.3	68.5	0	*	1	*	59	55.9	2	*	0	*	46	87.0
Lenoir	734	149.6	152.0	69.5	2	*	2	*	338	59.8	16	62.5	8	87.5	368	78.3
Children's Village**	19	145.4	146.8	42.1	0	*	0	*	19	42.1	0	*	0	*	0	*
New Hanover	1,672	150.7	154.3	73.0	8	75.0	15	73.3	447	46.6	28	82.1	50	68.0	1,124	83.3
Onslow	1,576	151.0	153.8	76.9	20	70.0	17	100.0	362	65.2	56	73.2	75	82.7	1,046	80.4
Phase Academy**	17	145.6	147.8	52.9	1	*	0	*	8	37.5	0	*	3	*	5	60.0
Pamlico	122	151.1	154.4	76.2	1	*	0	*	40	60.0	1	*	1	*	79	86.1
Arapahoe**	29	152.4	159.8	86.2	0	*	0	*	4	*	0	*	0	*	25	88.0
Pender	484	150.2	154.0	71.8	0	*	1	*	154	62.5	13	69.2	9	77.8	307	76.6
Robeson	1,768	146.7	150.1	57.4	767	54.2	5	80.0	544	49.8	31	71.0	8	87.5	412	71.7
Sampson	581	148.0	151.7	64.5	12	66.7	1	*	204	54.4	59	67.2	3	*	302	70.2
Clinton City	207	149.5	153.0	72.0	5	40.0	2	*	103	58.3	11	81.8	0	*	86	88.4
Wayne	1,458	149.3	152.1	67.6	1	*	13	84.6	602	51.5	49	55.1	24	79.2	769	80.2

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 57f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**99,451**	**149.8**	**152.9**	**69.3**	**1,390**	**57.6**	**1,647**	**75.7**	**29,662**	**48.9**	**3,166**	**57.0**	**1,323**	**71.6**	**62,237**	**79.6**
Central Region	**30,575**	**150.2**	**153.3**	**70.4**	**122**	**61.5**	**620**	**85.7**	**10,364**	**49.8**	**1,125**	**55.4**	**516**	**73.4**	**17,812**	**82.9**
Alamance-Burlington	1,618	148.7	153.3	65.4	6	66.7	14	71.4	431	44.7	75	48.6	20	65.0	1,072	74.9
River Mill Charter**	21	148.0	148.8	71.4	0	*	0	*	0	*	0	*	2	*	19	68.4
Caswell	286	147.6	150.8	59.4	0	*	0	*	130	52.3	8	25.0	1	*	147	67.3
Chatham	568	149.4	151.9	67.6	4	*	1	*	131	45.0	51	39.2	21	66.7	360	80.0
Chatham Charter**	15	144.7	148.4	53.3	0	*	1	*	1	*	0	*	0	*	13	53.8
Woods Charter**	6	149.2	139.6	60.0	0	*	0	*	2	*	0	*	0	*	4	*
Durham	2,280	148.0	150.5	60.2	5	40.0	33	84.8	1,360	46.7	84	52.4	58	75.9	740	83.9
Maureen Joy**	24	138.3	142.6	16.7	0	*	0	*	23	17.4	0	*	1	*	0	*
Healthy Start**	76	140.8	142.2	30.3	0	*	0	*	73	30.1	0	*	2	*	1	*
Carter Community**	17	139.6	138.0	11.8	0	*	0	*	17	11.8	0	*	0	*	0	*
Turning Point**	17	138.9	139.0	17.6	0	*	0	*	16	18.8	0	*	1	*	0	*
Research Triangle**	9	136.0	137.8	0.0	0	*	0	*	7	0.0	0	*	0	*	0	*
Omuteko Gwamaziima**	9	142.3	141.2	22.2	0	*	0	*	9	22.2	0	*	0	*	0	*
Franklin	635	148.8	152.2	68.1	1	*	3	*	250	50.2	18	38.9	5	80.0	358	81.5
Granville	669	147.3	150.5	61.1	3	*	2	*	264	43.2	16	33.3	3	*	381	73.8
Guilford	4,970	149.6	152.5	67.2	27	55.6	177	72.4	2,084	47.8	109	56.1	112	77.5	2,461	83.4
Greensboro Academy**	51	153.7	153.6	76.5	1	*	1	*	3	*	1	*	0	*	45	77.8
Harnett	1,218	149.3	151.5	68.7	10	40.0	3	*	361	51.2	56	57.1	28	64.3	760	78.3
Harnett Early Childhood**	14	141.0	141.4	28.6	0	*	0	*	14	28.6	0	*	0	*	0	*
Johnston	1,661	151.0	153.7	76.0	3	*	3	*	327	56.0	101	57.4	17	76.5	1,210	83.0
Lee	731	148.8	151.7	62.1	4	*	4	*	181	39.8	107	43.9	10	40.0	425	76.2
Nash-Rocky Mount	1,357	149.9	152.8	72.3	6	50.0	9	88.9	699	60.0	41	65.9	13	61.5	585	87.7
Rocky Mt Charter Public**	72	145.9	145.2	35.3	0	*	1	*	45	29.4	4	*	1	*	21	38.5
Orange	554	151.5	154.2	78.0	3	*	1	*	118	53.0	14	64.3	12	83.3	406	85.3
Chapel Hill-Carrboro City	695	156.0	159.3	87.6	1	*	56	100.0	112	51.8	27	51.9	11	100.0	488	96.1
Village Charter**	17	150.6	151.8	64.7	0	*	2	*	8	25.0	0	*	0	*	7	100.0
Person	488	150.0	153.7	73.6	2	*	0	*	176	59.1	10	70.0	6	50.0	294	83.0
Randolph	1,434	149.9	153.9	71.9	5	40.0	10	80.0	65	53.1	42	54.8	23	60.9	1,289	73.7
Asheboro City	342	149.7	151.9	65.5	0	*	8	62.5	52	28.8	46	47.8	4	*	232	77.2
Rockingham	1,176	149.0	152.0	65.5	3	*	8	62.5	303	53.3	35	54.3	25	64.0	802	70.6
Vance	626	146.0	150.0	53.0	1	*	1	*	418	42.8	18	44.4	4	*	184	77.2

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 57f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 4 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**99,451**	**149.8**	**152.9**	**69.3**	**1,390**	**57.6**	**1,647**	**75.7**	**29,662**	**48.9**	**3,166**	**57.0**	**1,323**	**71.6**	**62,237**	**79.6**
Vance Charter**	18	148.9	149.3	64.7	0	*	0	*	3	*	0	*	0	*	15	73.3
Wake	7,524	152.9	155.9	79.5	25	68.0	272	92.3	1,917	53.0	220	65.5	126	78.6	4,955	89.7
Magellan**	66	160.7	164.4	97.0	0	*	4	*	8	100.0	2	*	0	*	52	96.2
Sterling Montessori**	15	154.5	149.3	66.7	0	*	2	*	0	*	0	*	2	*	11	72.7
Franklin Academy**	40	153.2	153.8	85.0	0	*	1	*	2	*	0	*	0	*	37	89.2
East Wake Academy**	30	143.9	142.9	33.3	0	*	0	*	10	30.0	0	*	0	*	20	35.0
SPARC Academy**	38	139.7	140.6	18.4	0	*	0	*	38	18.4	0	*	0	*	0	*
Northeast Raleigh**	7	142.6	145.4	42.9	0	*	0	*	5	20.0	0	*	0	*	2	*
Quest Academy**	5	153.4	159.2	100.0	0	*	0	*	1	*	0	*	0	*	4	*
Warren	259	145.9	148.3	54.1	10	70.0	1	*	193	47.7	3	*	1	*	51	72.5
Wilson	882	149.9	153.3	73.9	2	*	2	*	477	62.0	33	84.8	7	85.7	360	87.8
S.B. Howard**	35	143.8	147.6	51.4	0	*	0	*	30	50.0	4	*	0	*	1	*

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Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after September 14, 2000 are not included in this table.

Table 58a. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Western Region (RAC 1)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,099**	**155.3**	**159.5**	**74.0**	**1,351**	**58.9**	**1,649**	**81.9**	**29,099**	**55.9**	**3,008**	**61.8**	**1,079**	**76.5**	**61,893**	**83.2**
Western Region	**7,398**	**157.1**	**161.3**	**81.0**	**98**	**67.3**	**46**	**91.3**	**537**	**57.8**	**140**	**67.1**	**79**	**75.3**	**6,498**	**83.4**
Buncombe	1,960	158.2	162.0	83.2	11	54.5	14	100.0	110	59.1	35	80.0	27	76.9	1,763	84.9
Asheville City	315	154.2	157.8	69.6	0	*	3	*	151	48.3	4	*	6	66.7	151	90.6
Francine Delany**	19	153.2	157.5	68.4	0	*	0	*	6	16.7	0	*	0	*	13	92.3
Evergreen Community**	19	160.3	160.4	81.3	0	*	0	*	1	*	0	*	2	*	16	86.7
Cherokee	240	156.8	161.8	82.1	5	80.0	1	*	6	50.0	4	*	0	*	224	82.6
The Learning Center**	11	151.5	154.6	54.5	0	*	0	*	0	*	0	*	0	*	11	54.5
Clay	112	158.2	160.2	81.3	0	*	0	*	1	*	1	*	1	*	109	83.5
Graham	113	154.6	161.6	76.1	18	72.2	0	*	0	*	0	*	1	*	94	76.6
Haywood	598	157.7	161.1	83.2	4	*	2	*	11	63.6	2	*	4	*	575	83.8
Henderson	889	157.4	161.6	82.2	1	*	5	80.0	37	51.4	48	66.7	13	76.9	785	84.7
Mountain Community**	15	155.7	158.2	73.3	0	*	0	*	1	*	1	*	1	*	12	75.0
Jackson	274	154.6	159.0	71.9	31	67.7	0	*	5	40.0	2	*	3	*	233	73.8
Summit Charter**	17	157.4	162.4	88.2	0	*	0	*	0	*	1	*	0	*	16	87.5
Macon	298	158.5	162.8	85.9	1	*	0	*	4	*	6	83.3	1	*	286	85.7
Madison	208	157.4	162.9	83.6	0	*	0	*	0	*	2	*	0	*	206	83.9
McDowell	516	156.0	159.4	77.8	0	*	12	83.3	28	78.6	9	44.4	3	*	464	78.6
Mitchell	175	154.5	155.2	65.7	0	*	0	*	0	*	9	22.2	0	*	166	68.1
Polk	207	157.3	161.7	80.5	0	*	3	*	20	60.0	2	*	2	*	180	82.0
Rutherford	777	155.8	161.1	79.3	0	*	4	*	127	62.7	10	70.0	8	87.5	628	82.5
Swain	134	155.6	160.4	80.6	26	65.4	1	*	2	*	0	*	0	*	105	85.7
Transylvania	295	159.5	165.9	92.2	1	*	1	*	23	73.9	2	*	6	100.0	262	93.5
Brevard Academy**	16	157.4	163.8	87.5	0	*	0	*	3	*	0	*	1	*	12	91.7
Yancey	190	157.0	162.7	84.1	0	*	0	*	1	*	2	*	0	*	187	84.9

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 58b. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Northwest Region (RAC 2)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,099**	**155.3**	**159.5**	**74.0**	**1,351**	**58.9**	**1,649**	**81.9**	**29,099**	**55.9**	**3,008**	**61.8**	**1,079**	**76.5**	**61,893**	**83.2**
Northwest Region	**15,421**	**155.5**	**159.9**	**75.0**	**22**	**81.8**	**348**	**69.3**	**2,368**	**50.5**	**494**	**58.9**	**160**	**68.1**	**12,029**	**80.7**
Alexander	409	155.2	159.0	71.7	2	*	13	61.5	29	48.1	11	81.8	0	*	354	73.7
Alleghany	112	156.3	159.8	70.5	0	*	0	*	0	*	8	50.0	2	*	102	72.5
Ashe	290	157.3	162.1	82.8	1	*	0	*	2	*	1	*	0	*	286	83.2
Avery	199	157.2	162.4	86.9	0	*	0	*	0	*	1	*	3	*	195	87.2
Burke	1,116	156.2	161.1	79.4	0	*	97	74.2	79	58.2	22	54.5	8	87.5	910	82.3
Caldwell	981	155.6	159.9	78.9	1	*	10	50.0	66	70.8	9	77.8	9	55.6	886	80.0
Catawba	1,316	154.9	158.5	71.9	1	*	82	63.8	95	41.5	34	61.8	6	66.7	1,098	75.4
Englemann**	13	147.2	149.6	30.8	0	*	0	*	4	*	0	*	0	*	9	33.3
Hickory City	348	154.5	159.2	70.5	0	*	24	47.8	97	46.4	22	63.6	8	50.0	197	86.7
Newton Conover City	190	154.4	159.6	75.1	0	*	16	75.0	37	54.1	13	76.9	3	*	121	80.8
Davidson	1,486	156.2	161.0	80.6	5	80.0	5	100.0	33	60.6	16	68.8	3	*	1,424	81.1
Lexington City	212	153.5	158.9	68.9	0	*	11	63.6	92	63.0	20	75.0	5	60.0	84	75.0
Thomasville City	166	151.1	153.0	50.3	0	*	1	*	74	41.9	17	35.3	3	*	71	61.4
Davie	405	157.0	162.6	84.4	1	*	2	*	33	51.5	9	77.8	1	*	359	87.7
Winston-Salem/Forsyth	3,350	155.4	160.0	72.6	6	66.7	32	90.6	1,233	51.9	144	53.5	66	75.8	1,869	87.3
C G Woodson**	17	147.3	151.3	29.4	0	*	0	*	17	29.4	0	*	0	*	0	*
Forsyth Academies**	39	153.4	154.4	61.5	0	*	1	*	12	41.7	0	*	4	*	22	72.7
Iredell-Statesville	1,393	154.6	158.3	69.6	3	*	36	66.7	262	36.3	39	71.8	5	80.0	1,048	77.8
American Renaissance**	17	155.4	154.6	64.7	0	*	1	*	0	*	0	*	0	*	16	68.8
Mooresville City	266	156.0	158.7	76.6	0	*	3	*	54	50.0	1	*	4	*	204	83.3
Grandfather Academy**	3	*	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Crossnore Academy**	1	*	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Stokes	556	153.9	158.6	71.3	0	*	1	*	27	40.7	4	*	10	30.0	514	73.8
Surry	681	155.4	161.1	78.4	0	*	7	57.1	25	48.0	52	59.6	5	60.0	592	81.7
Elkin City	83	158.4	163.2	85.5	0	*	0	*	5	60.0	4	*	0	*	74	90.5
Bridges**	18	150.1	151.6	55.6	0	*	0	*	2	*	0	*	0	*	16	62.5
Mount Airy City	158	156.9	163.5	79.7	0	*	6	66.7	20	50.0	7	42.9	2	*	123	87.8
Watauga	367	158.4	162.5	83.4	0	*	0	*	10	70.0	2	*	5	60.0	350	84.6
Wilkes	768	155.3	160.6	75.2	0	*	0	*	41	70.7	25	60.0	4	*	698	76.0
Yadkin	461	155.5	159.1	74.7	2	*	0	*	19	63.2	33	51.5	4	*	403	77.6

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after September 14, 2000 are not included in this table.

Table 58c. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Southwest Region (RAC 3)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,099**	**155.3**	**159.5**	**74.0**	**1,351**	**58.9**	**1,649**	**81.9**	**29,099**	**55.9**	**3,008**	**61.8**	**1,079**	**76.5**	**61,893**	**83.2**
Southwest Region	**21,580**	**155.0**	**159.4**	**72.5**	**186**	**59.1**	**474**	**79.5**	**6,533**	**51.9**	**660**	**59.8**	**152**	**77.5**	**13,572**	**82.9**
Anson	360	150.8	156.8	55.6	1	*	3	*	222	45.9	0	*	2	*	132	72.0
Cabarrus	1,407	157.7	162.0	83.8	4	*	10	100.0	173	65.5	34	58.8	19	66.7	1,167	87.4
Kannapolis City	315	153.6	157.3	72.3	0	*	5	80.0	87	58.6	17	58.8	4	*	202	79.1
Cleveland	759	154.6	160.8	74.6	0	*	2	*	179	58.1	10	50.0	9	88.9	559	80.1
Kings Mountain City	393	156.3	162.4	83.7	0	*	9	77.8	79	81.0	3	*	8	62.5	294	85.0
Shelby City	243	153.3	158.5	63.9	0	*	1	*	143	52.5	5	40.0	3	*	91	82.4
Gaston	2,338	154.8	159.4	72.0	4	*	33	75.8	487	50.1	38	63.2	8	75.0	1,768	78.0
Hoke	476	152.8	156.5	65.3	55	50.9	3	*	211	57.6	17	64.7	7	85.7	183	77.0
Lincoln	839	154.8	160.9	73.0	2	*	3	*	76	40.8	33	63.6	8	75.0	717	76.8
Lincoln Charter**	38	154.7	154.8	68.4	0	*	0	*	3	*	2	*	0	*	33	69.7
Charlotte/Mecklenburg	7,660	154.9	158.9	70.3	28	42.9	309	81.5	3,250	51.6	279	59.5	32	81.3	3,760	86.5
Community Charter**	8	148.6	148.0	37.5	0	*	0	*	5	0.0	0	*	0	*	3	*
Lake Norman**	101	160.3	166.6	97.0	1	*	2	*	2	*	0	*	2	*	93	97.8
Sugar Creek**	64	145.8	142.6	15.6	0	*	0	*	63	14.3	0	*	0	*	1	*
Montgomery	356	152.1	156.7	62.4	0	*	14	64.3	103	48.0	58	61.4	1	*	180	70.6
Moore	845	156.4	159.8	74.4	7	71.4	4	*	224	51.8	32	56.3	8	75.0	570	84.2
MAST**	27	156.7	157.7	63.0	0	*	0	*	3	*	0	*	1	*	23	65.2
Richmond	644	153.0	156.1	63.4	9	66.7	4	*	259	45.9	11	81.8	5	60.0	356	75.3
Rowan-Salisbury	1,564	155.4	159.8	75.1	7	57.1	20	70.0	281	59.1	40	65.0	14	85.7	1,202	79.2
Rowan Academy**	12	146.0	151.8	33.3	0	*	0	*	11	27.3	0	*	0	*	1	*
Scotland	512	152.7	156.8	65.0	61	67.2	2	*	239	53.6	3	*	1	*	206	77.5
Stanly	794	156.1	160.6	76.9	1	*	36	61.1	114	53.2	14	35.7	5	60.0	624	83.2
Union	1,825	156.5	161.2	79.9	6	83.3	14	92.9	319	48.1	64	56.3	15	86.7	1,407	87.8

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 58d. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Northeast Region (RAC 4)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,099**	**155.3**	**159.5**	**74.0**	**1,351**	**58.9**	**1,649**	**81.9**	**29,099**	**55.9**	**3,008**	**61.8**	**1,079**	**76.5**	**61,893**	**83.2**
Northeast Region	**6,613**	**153.3**	**157.4**	**65.9**	**38**	**68.4**	**33**	**87.5**	**3,399**	**52.8**	**71**	**67.1**	**40**	**82.1**	**3,032**	**80.2**
Beaufort	550	153.9	158.9	67.8	0	*	2	*	234	51.7	7	42.9	4	*	303	80.9
Bertie	286	149.7	154.6	50.9	0	*	0	*	233	45.3	1	*	1	*	51	74.5
Camden	103	158.3	158.6	80.6	0	*	1	*	23	52.2	2	*	1	*	76	88.2
Edenton/Chowan	204	152.0	154.6	58.1	0	*	1	*	93	40.2	2	*	2	*	106	72.6
Currituck	260	157.0	161.6	81.1	0	*	2	*	30	63.3	2	*	3	*	223	82.9
Dare	373	156.6	160.8	82.3	0	*	0	*	16	43.8	7	100.0	4	*	346	83.5
Edgecombe	569	151.0	154.6	55.8	0	*	0	*	331	46.7	14	50.0	2	*	222	69.8
Gates	171	156.6	159.6	80.0	0	*	1	*	71	69.0	0	*	1	*	98	87.6
Halifax	436	152.9	157.3	71.3	31	71.0	0	*	376	70.7	2	*	1	*	26	80.8
Roanoke Rapids City	241	155.1	159.8	70.1	2	*	1	*	41	61.0	0	*	1	*	196	72.4
Weldon City	84	150.3	155.8	49.4	1	*	0	*	76	51.3	0	*	0	*	7	33.3
Hertford	291	150.7	154.1	53.6	1	*	0	*	227	46.7	1	*	1	*	61	77.0
Hyde	60	152.1	157.7	65.0	0	*	1	*	33	51.5	0	*	0	*	26	84.6
Martin	397	151.8	154.9	55.7	0	*	1	*	221	41.6	3	*	0	*	172	73.3
Northampton	264	152.1	156.4	68.1	0	*	0	*	199	62.1	2	*	2	*	61	88.5
Elizabeth City/Pasquotank	455	153.8	158.5	68.1	1	*	3	*	221	57.5	2	*	3	*	225	77.8
Perquimans	138	154.6	158.9	76.1	0	*	0	*	55	70.9	0	*	1	*	82	79.3
Pitt	1,509	153.8	158.1	66.9	2	*	19	83.3	782	51.0	24	69.6	11	80.0	671	85.2
Tyrrell	54	156.5	159.7	83.0	0	*	0	*	18	64.7	1	*	0	*	35	91.4
Washington	168	149.5	153.1	47.6	0	*	1	*	119	37.0	1	*	2	*	45	71.1

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 58e. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Southeast Region (RAC 5)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	98,099	155.3	159.5	74.0	1,351	58.9	1,649	81.9	29,099	55.9	3,008	61.8	1,079	76.5	61,893	83.2
Southeast Region	17,109	154.7	158.6	72.6	875	54.8	142	90.1	6,209	60.2	625	67.9	240	82.0	9,013	82.6
Bladen	434	152.5	155.9	62.8	5	60.0	1	*	209	54.8	8	62.5	1	*	210	71.0
Brunswick	794	154.3	158.4	70.6	8	50.0	0	*	193	58.5	11	72.7	14	64.3	568	75.1
Carteret	620	156.6	160.6	80.6	2	*	2	*	57	61.4	7	42.9	10	90.0	542	83.0
Tiller School**	19	161.9	162.7	78.9	0	*	0	*	0	*	0	*	0	*	19	78.9
Columbus	491	153.7	157.4	68.6	33	63.6	0	*	191	53.9	7	28.6	2	*	258	81.8
Whiteville City	223	154.0	158.7	68.3	1	*	0	*	104	52.4	2	*	3	*	113	83.0
Craven	1,098	156.1	159.6	76.9	5	60.0	8	87.5	380	64.5	31	80.0	16	87.5	658	83.8
Cumberland	3,885	154.7	158.8	73.5	76	60.5	66	92.4	1,812	63.6	192	75.5	64	90.5	1,672	83.3
Duplin	624	154.8	159.4	74.7	0	*	0	*	217	63.1	88	60.2	0	*	319	86.5
Greene	199	153.9	157.1	67.7	0	*	0	*	100	67.0	16	25.0	1	*	82	76.5
Jones	134	154.9	157.3	71.6	1	*	0	*	73	61.6	0	*	0	*	60	85.0
Lenoir	712	155.5	159.8	79.2	0	*	0	*	358	71.1	20	70.0	1	*	332	88.6
Children's Village**	13	148.3	150.5	38.5	0	*	0	*	13	38.5	0	*	0	*	0	*
New Hanover	1,624	156.4	161.1	78.3	5	80.0	17	88.2	444	57.0	21	57.1	27	74.1	1,110	87.1
Onslow	1,604	156.1	160.0	79.7	19	84.2	30	83.3	351	70.8	61	82.0	64	89.1	1,078	81.7
Phase Academy**	19	154.3	149.4	52.6	0	*	0	*	11	45.5	2	*	2	*	4	*
Pamlico	141	157.8	161.6	87.9	0	*	1	*	41	70.7	3	*	1	*	95	94.7
Arapahoe**	41	153.5	162.1	63.4	0	*	0	*	11	27.3	1	*	1	*	28	78.6
Pender	467	155.7	158.9	78.6	2	*	0	*	131	66.4	8	87.5	0	*	326	83.1
Robeson	1,725	150.2	153.9	52.1	700	51.9	1	*	594	42.0	30	40.0	10	80.0	390	67.9
Sampson	590	154.5	158.6	76.3	7	85.7	1	*	191	66.0	56	64.3	5	40.0	330	84.5
Clinton City	198	154.0	157.5	73.2	10	80.0	0	*	102	60.8	10	90.0	0	*	76	86.8
Wayne	1,454	154.9	158.6	71.5	1	*	15	93.3	626	56.1	51	66.7	18	72.2	743	84.2

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

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Table 58f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,099**	**155.3**	**159.5**	**74.0**	**1,351**	**58.9**	**1,649**	**81.9**	**29,099**	**55.9**	**3,008**	**61.8**	**1,079**	**76.5**	**61,893**	**83.2**
Central Region	**29,978**	**155.9**	**160.0**	**75.6**	**132**	**73.3**	**606**	**88.1**	**10,053**	**58.1**	**1,018**	**59.5**	**408**	**76.0**	**17,749**	**86.0**
Alamance-Burlington	1,631	154.9	160.0	73.3	2	*	26	80.8	450	59.1	86	52.3	13	46.2	1,053	81.3
River Mill Charter**	24	153.3	152.3	58.3	0	*	0	*	1	*	0	*	0	*	23	60.9
Caswell	279	152.9	157.5	64.7	0	*	0	*	117	54.7	2	*	0	*	160	72.3
Chatham	596	154.9	157.9	71.4	5	80.0	0	*	151	55.3	44	59.1	8	62.5	388	79.1
Chatham Charter**	15	152.6	160.0	60.0	0	*	1	*	0	*	0	*	0	*	14	57.1
Woods Charter**	12	156.6	153.3	58.3	0	*	0	*	1	*	0	*	5	80.0	6	33.3
Durham	2,338	154.2	158.0	68.5	6	33.3	42	88.1	1,415	56.4	69	59.4	41	70.7	764	91.0
Maureen Joy**	26	145.7	148.0	26.9	0	*	0	*	25	24.0	0	*	0	*	1	*
Carter Community**	19	147.5	149.9	21.1	0	*	0	*	19	21.1	0	*	0	*	0	*
Turning Point**	19	147.0	147.4	36.8	0	*	0	*	18	38.9	0	*	1	*	0	*
Omuteko Gwamaziima**	4	*	*	*	0	*	0	*	4	*	0	*	0	*	0	*
Franklin	570	153.8	157.3	68.4	0	*	3	*	234	54.1	20	55.0	4	*	309	80.3
Granville	658	153.1	155.4	60.9	0	*	4	*	251	44.0	18	38.9	4	*	381	73.0
Guilford	4,881	155.1	158.9	71.4	41	72.5	143	74.1	1,958	53.8	89	59.6	117	80.0	2,532	84.9
Greensboro Academy**	47	156.8	161.2	78.7	0	*	0	*	9	55.6	1	*	0	*	37	83.8
Harnett	1,248	154.2	157.3	68.8	7	57.1	6	83.3	398	55.5	51	54.0	17	82.4	768	76.5
Harnett Early Childhood**	9	147.8	146.3	22.2	0	*	0	*	9	22.2	0	*	0	*	0	*
Johnston	1,558	156.7	160.6	82.3	4	*	7	85.7	311	66.1	94	68.1	17	76.5	1,125	88.0
Lee	709	154.1	159.4	70.9	1	*	8	100.0	199	52.3	94	54.3	4	*	403	83.3
Nash-Rocky Mount	1,321	155.1	159.3	75.1	5	60.0	10	100.0	662	65.2	41	51.2	8	87.5	594	87.5
Rocky Mt Charter Public**	80	150.9	149.7	46.3	1	*	0	*	56	35.7	2	*	2	*	19	78.9
Orange	483	156.0	159.9	76.8	0	*	0	*	117	59.8	11	63.6	11	63.6	344	83.4
Chapel Hill-Carrboro City	721	160.8	166.8	89.4	2	*	64	94.5	135	62.2	17	62.5	13	90.0	490	97.0
Village Charter**	14	157.4	162.6	78.6	0	*	0	*	7	57.1	0	*	2	*	5	100.0
Person	457	156.2	159.9	81.6	1	*	1	*	178	69.7	8	75.0	2	*	267	89.5
Randolph	1,410	155.3	160.3	77.4	7	85.7	7	85.7	68	55.4	43	59.5	18	60.0	1,267	79.2
Asheboro City	339	154.4	157.7	67.8	2	*	6	83.3	45	33.3	41	36.6	5	40.0	240	79.9
Rockingham	1,154	154.7	158.3	73.0	5	80.0	2	*	290	61.4	25	76.0	22	72.7	810	76.9
Vance	610	152.7	157.2	68.0	2	*	2	*	405	62.5	15	53.3	4	*	182	81.9
Vance Charter**	21	157.7	160.9	90.5	0	*	0	*	8	87.5	0	*	0	*	13	92.3

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 58f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 5 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**98,099**	**155.3**	**159.5**	**74.0**	**1,351**	**58.9**	**1,649**	**81.9**	**29,099**	**55.9**	**3,008**	**61.8**	**1,079**	**76.5**	**61,893**	**83.2**
Wake	7,474	158.4	163.0	83.5	26	80.8	257	94.5	1,889	60.0	210	66.2	80	86.3	5,005	92.6
Magellan**	65	161.2	167.7	100.0	0	*	6	100.0	8	100.0	4	*	0	*	47	100.0
Sterling Montessori**	25	157.2	158.0	70.8	0	*	1	*	1	*	1	*	2	*	20	78.9
Franklin Academy**	41	154.9	158.0	68.3	0	*	0	*	1	*	0	*	0	*	40	70.0
East Wake Academy**	28	156.4	159.4	78.6	0	*	0	*	4	*	0	*	1	*	23	87.0
SPARC Academy**	21	148.3	144.5	28.6	0	*	0	*	21	28.6	0	*	0	*	0	*
Northeast Raleigh**	10	150.4	154.6	60.0	0	*	0	*	8	50.0	0	*	0	*	2	*
Quest Academy**	10	159.8	163.1	100.0	0	*	0	*	0	*	0	*	0	*	10	100.0
Warren	252	151.5	155.0	59.1	14	71.4	0	*	191	52.9	2	*	2	*	43	83.7
Wilson	777	157.3	160.9	85.1	1	*	10	90.0	369	78.2	29	75.9	5	80.0	363	92.8
S.B. Howard**	22	152.6	154.5	63.6	0	*	0	*	20	70.0	1	*	0	*	1	*

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 59a. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Western Region (RAC 1)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**96,489**	**156.3**	**165.1**	**66.1**	**1,304**	**48.7**	**1,611**	**73.6**	**28,582**	**44.1**	**2,809**	**52.2**	**983**	**67.9**	**61,171**	**77.1**
Western Region	**7,332**	**158.0**	**167.2**	**74.1**	**85**	**60.0**	**37**	**73.0**	**478**	**43.7**	**115**	**57.9**	**63**	**76.2**	**6,554**	**76.8**
Buncombe	1,953	158.4	168.4	75.4	9	66.7	13	76.9	122	45.5	38	59.5	20	80.0	1,751	77.8
Asheville City	265	157.7	164.8	63.0	0	*	1	*	109	31.2	3	*	4	*	148	86.5
Francine Delany**	17	156.5	165.4	58.8	0	*	0	*	6	50.0	0	*	0	*	11	63.6
Evergreen Community**	13	152.4	154.3	45.5	0	*	0	*	1	*	0	*	2	*	10	44.4
Cherokee	294	159.6	166.6	79.9	2	*	1	*	2	*	1	*	0	*	288	80.2
The Learning Center**	11	147.0	156.5	27.3	0	*	1	*	2	*	0	*	0	*	8	25.0
Clay	90	161.3	165.6	84.4	1	*	0	*	1	*	1	*	1	*	86	84.9
Graham	88	156.4	165.8	70.5	13	30.8	0	*	0	*	0	*	0	*	75	77.3
Haywood	617	157.7	168.4	72.4	4	*	1	*	5	40.0	4	*	3	*	600	72.8
Henderson	888	158.4	167.9	75.6	2	*	5	40.0	39	38.5	44	52.3	9	77.8	789	78.9
Mountain Community**	18	163.5	179.7	94.4	0	*	0	*	0	*	0	*	1	*	17	94.1
Jackson	231	157.8	168.0	74.3	16	68.8	1	*	3	*	1	*	2	*	208	74.9
Summit Charter**	16	157.1	166.1	75.0	0	*	0	*	0	*	0	*	0	*	16	75.0
Macon	320	157.4	165.3	73.3	1	*	2	*	5	80.0	0	*	0	*	312	72.9
Madison	206	157.1	166.6	67.0	0	*	0	*	1	*	1	*	0	*	204	66.7
McDowell	513	158.2	167.1	78.8	2	*	8	75.0	20	70.0	3	*	2	*	478	79.3
Mitchell	210	155.9	163.2	65.1	0	*	1	*	2	*	2	*	1	*	204	66.5
Polk	187	156.4	166.9	69.9	1	*	1	*	9	44.4	7	57.1	4	*	165	72.0
Rutherford	760	156.0	164.5	68.1	0	*	1	*	136	44.1	5	60.0	9	77.8	609	73.4
Swain	146	156.8	165.4	71.2	33	54.5	0	*	1	*	1	*	1	*	110	75.5
Transylvania	284	162.5	172.3	89.8	0	*	1	*	9	77.8	3	*	3	*	268	89.9
Brevard Academy**	16	160.1	171.3	75.0	0	*	0	*	1	*	0	*	1	*	14	71.4
Yancey	189	159.0	167.3	78.3	1	*	0	*	4	*	1	*	0	*	183	78.1

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 59b. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs

Grade 6 Reading and Mathematics

Northwest Region (RAC 2)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**96,489**	**156.3**	**165.1**	**66.1**	**1,304**	**48.7**	**1,611**	**73.6**	**28,582**	**44.1**	**2,809**	**52.2**	**983**	**67.9**	**61,171**	**77.1**
Northwest Region	**14,988**	**156.7**	**166.3**	**68.7**	**28**	**64.3**	**333**	**63.9**	**2,288**	**41.7**	**420**	**49.4**	**133**	**69.7**	**11,784**	**74.8**
Alexander	387	156.9	166.8	70.3	0	*	17	35.3	26	38.5	9	44.4	0	*	335	75.3
Alleghany	108	157.2	167.3	71.4	0	*	0	*	1	*	2	*	0	*	105	71.8
Ashe	232	159.0	168.8	78.9	0	*	1	*	2	*	1	*	0	*	228	79.8
Avery	177	159.2	170.2	82.8	0	*	0	*	0	*	1	*	0	*	176	82.7
Burke	1,196	157.1	167.1	71.9	0	*	103	65.0	86	50.0	28	60.7	7	85.7	972	74.8
Caldwell	980	156.4	165.9	67.0	1	*	6	100.0	79	39.2	5	40.0	5	40.0	884	69.5
Catawba	1,222	156.5	166.2	67.6	2	*	66	63.1	87	45.3	35	62.9	10	60.0	1,022	70.2
Englemann**	17	152.5	156.7	47.1	0	*	0	*	5	20.0	0	*	1	*	11	54.5
Hickory City	338	155.3	163.6	63.8	1	*	25	52.0	84	38.6	13	30.8	6	50.0	208	78.4
Newton Conover City	193	157.6	169.4	80.2	0	*	13	53.8	32	62.5	15	86.7	1	*	132	86.3
Davidson	1,487	157.3	166.9	72.2	5	80.0	6	83.3	22	45.5	11	81.8	6	66.7	1,437	72.5
Lexington City	204	153.0	160.4	48.8	1	*	10	40.0	94	41.9	24	45.8	3	*	72	58.3
Thomasville City	165	150.7	158.9	39.0	0	*	2	*	87	25.6	10	40.0	5	40.0	61	55.7
Davie	418	157.4	165.8	71.8	0	*	1	*	49	55.1	11	63.6	1	*	356	74.2
Winston-Salem/Forsyth	3,122	156.4	165.6	65.1	9	66.7	24	87.5	1,133	41.3	112	42.9	56	78.2	1,788	81.0
Lift Academy**	7	140.3	149.0	0.0	0	*	0	*	7	0.0	0	*	0	*	0	*
Quality Education**	12	148.4	150.9	25.0	0	*	0	*	12	25.0	0	*	0	*	0	*
Downtown Middle**	128	157.4	163.7	64.6	0	*	2	*	60	46.7	0	*	2	*	64	79.4
C G Woodson**	15	148.7	156.0	26.7	0	*	0	*	15	26.7	0	*	0	*	0	*
Iredell-Statesville	1,214	155.5	166.2	65.5	4	*	34	61.8	222	41.2	32	56.3	7	57.1	915	71.8
American Ren Middle**	46	154.4	160.2	54.3	0	*	0	*	6	16.7	1	*	1	*	38	60.5
Mooresville City	322	157.5	166.2	74.1	0	*	8	75.0	58	33.9	3	*	2	*	251	83.7
Grandfather Academy**	3	*	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Crossnore Academy**	7	146.1	154.3	28.6	0	*	0	*	1	*	0	*	0	*	6	33.3
Stokes	563	155.6	165.2	65.5	2	*	1	*	23	43.5	11	72.7	7	57.1	519	66.9
Surry	639	157.7	168.9	74.1	1	*	7	57.1	17	64.7	49	38.3	2	*	563	77.4
Elkin City	70	158.7	168.1	78.6	0	*	0	*	4	*	1	*	0	*	64	82.8
Bridges**	7	148.7	154.0	28.6	0	*	0	*	0	*	0	*	0	*	7	28.6
Mount Airy City	137	159.3	171.9	83.9	0	*	5	60.0	13	69.2	3	*	0	*	116	87.1
Watauga	378	161.0	170.2	83.8	1	*	2	*	9	44.4	0	*	3	*	363	84.8
Wilkes	744	157.5	167.0	73.5	0	*	0	*	34	55.9	18	66.7	6	66.7	686	74.6
Yadkin	450	156.3	165.8	66.7	1	*	0	*	20	40.0	25	20.0	2	*	402	71.1

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 59c. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Southwest Region (RAC 3)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**96,489**	**156.3**	**165.1**	**66.1**	**1,304**	**48.7**	**1,611**	**73.6**	**28,582**	**44.1**	**2,809**	**52.2**	**983**	**67.9**	**61,171**	**77.1**
Southwest Region	**20,959**	**155.8**	**164.7**	**63.6**	**193**	**47.1**	**489**	**71.1**	**6,349**	**39.2**	**632**	**51.3**	**121**	**62.5**	**13,167**	**76.0**
Anson	355	152.8	163.5	50.4	2	•	10	80.0	190	33.7	0	•	1	•	152	69.7
Cabarrus	1,429	157.8	167.2	72.8	0	•	13	84.6	181	42.5	39	44.7	9	66.7	1,187	78.2
Kannapolis City	281	154.8	161.6	58.7	1	•	3	•	85	34.1	14	71.4	8	75.0	170	69.4
Cleveland	741	154.8	167.1	60.8	1	•	1	•	173	39.9	6	50.0	6	83.3	554	67.2
Kings Mountain City	340	156.6	169.8	74.5	0	•	9	77.8	71	54.9	2	•	4	•	254	80.2
Shelby City	216	154.7	165.4	56.5	0	•	5	80.0	126	38.9	3	•	0	•	82	81.7
Gaston	2,394	155.4	165.5	63.3	3	•	35	74.3	459	41.5	40	59.0	8	12.5	1,848	68.8
Hoke	442	153.9	163.1	57.7	59	43.1	7	71.4	224	50.2	16	62.5	6	83.3	130	74.6
Lincoln	840	154.6	165.3	60.2	4	•	4	•	90	24.4	50	52.0	3	•	688	65.7
Lincoln Charter**	33	156.8	162.5	68.8	0	•	0	•	1	•	1	•	0	•	31	70.0
Charlotte/Mecklenburg	7,470	155.3	163.1	59.3	36	47.2	320	72.1	3,290	36.1	270	53.0	32	65.6	3,521	80.2
Kennedy Charter**	2	•	•	•	0	•	0	•	2	•	0	•	0	•	0	•
Lake Norman**	159	159.5	167.1	76.1	1	•	2	•	2	•	2	•	5	40.0	145	79.3
Montgomery	326	153.3	160.9	56.3	0	•	10	70.0	90	34.4	36	41.7	1	•	189	68.6
Moore	840	156.7	165.0	67.2	6	66.7	1	•	208	44.4	26	50.0	6	50.0	591	76.1
MAST**	25	153.8	160.2	44.0	0	•	0	•	6	16.7	0	•	2	•	17	58.8
Richmond	592	156.0	164.4	67.7	9	66.7	3	•	229	54.4	6	50.0	2	•	343	77.0
Rowan-Salisbury	1,492	156.3	164.4	67.7	3	•	17	58.8	320	45.0	44	43.2	7	85.7	1,101	75.3
Scotland	508	153.9	162.2	57.2	63	44.4	3	•	195	44.3	4	•	4	•	239	71.1
Stanly	755	157.6	166.9	74.6	2	•	32	56.3	111	40.9	14	71.4	8	87.5	588	81.8
Union	1,719	157.7	167.7	73.0	3	•	14	78.6	296	41.0	59	39.0	9	77.8	1,337	81.5

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. •Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
•• Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 59d. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Northeast Region (RAC 4)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**96,489**	**156.3**	**165.1**	**66.1**	**1,304**	**48.7**	**1,611**	**73.6**	**28,582**	**44.1**	**2,809**	**52.2**	**983**	**67.9**	**61,171**	**77.1**
Northeast Region	**6,784**	**154.3**	**163.0**	**58.0**	**39**	**71.8**	**32**	**81.3**	**3,472**	**42.4**	**68**	**50.0**	**41**	**72.5**	**3,132**	**74.9**
Beaufort	566	154.5	162.7	60.4	0	*	0	*	239	39.7	4	*	4	*	319	74.9
Bertie	300	149.9	157.0	37.0	3	*	0	*	244	30.3	0	*	0	*	53	66.0
Camden	99	160.5	169.9	84.8	1	*	0	*	17	82.4	0	*	1	*	80	86.3
Edenton/Chowan	195	155.0	163.4	61.0	0	*	2	*	93	47.3	0	*	3	*	97	73.2
Currituck	258	158.8	169.4	79.5	0	*	3	*	26	69.2	5	100.0	2	*	222	79.7
Dare	407	157.8	166.5	74.0	1	*	1	*	17	52.9	6	66.7	5	60.0	377	75.3
Edgecombe	614	151.1	160.5	43.2	0	*	0	*	364	30.3	16	18.8	2	*	232	64.7
Gates	155	155.2	162.6	61.7	0	*	1	*	53	54.7	0	*	1	*	100	64.6
Halifax	453	153.9	162.0	56.5	21	81.0	0	*	405	55.0	0	*	1	*	26	61.5
Roanoke Rapids City	230	154.8	165.0	57.6	2	*	4	*	45	40.0	1	*	0	*	178	62.1
Weldon City	79	150.0	159.9	39.2	0	*	0	*	78	39.7	0	*	0	*	1	*
Hertford	298	151.4	161.1	47.0	3	*	0	*	234	40.6	1	*	0	*	60	71.7
Hyde	47	156.6	163.6	70.2	0	*	1	*	20	55.0	0	*	0	*	26	80.8
Martin	379	152.4	159.6	49.5	0	*	1	*	224	35.9	6	66.7	3	*	145	69.7
Northampton	257	153.8	161.0	59.1	1	*	0	*	200	53.8	1	*	2	*	53	75.5
Elizabeth City/Pasquotank	497	154.4	163.0	57.4	3	*	4	*	232	38.4	4	*	5	40.0	249	74.9
Perquimans	169	153.1	162.3	55.6	0	*	1	*	75	38.7	2	*	0	*	91	70.3
Pitt	1,530	156.1	165.1	64.9	3	*	14	85.7	730	45.6	18	44.4	11	90.9	754	83.1
Right Step**	12	137.8	148.2	0.0	1	*	0	*	11	0.0	0	*	0	*	0	*
Tyrrell	55	154.5	160.8	54.5	0	*	0	*	26	42.3	1	*	0	*	28	67.9
Washington	184	151.0	159.0	44.6	0	*	0	*	139	37.4	3	*	1	*	41	70.7

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 59e. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Southeast Region (RAC 5)

	Total	Total	Total	Total	American Indian	American Indian	Asian	Asian	Black	Black	Hispanic	Hispanic	Multi-Racial	Multi-Racial	White	White
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	96,489	156.3	165.1	66.1	1,304	48.7	1,611	73.6	28,582	44.1	2,809	52.2	983	67.9	61,171	77.1
Southeast Region	17,035	155.8	164.3	64.7	855	43.6	131	87.0	6,089	50.0	566	61.9	218	70.6	9,170	76.2
Bladen	419	152.9	161.9	53.0	5	40.0	1	*	205	38.5	8	50.0	0	*	200	68.0
Brunswick	715	155.8	164.8	64.6	6	83.3	2	*	172	42.4	10	70.0	6	66.7	519	71.6
Carteret	642	157.2	165.7	71.1	2	*	7	85.7	67	43.3	6	66.7	5	60.0	555	74.5
Tiller School**	8	151.4	160.8	62.5	0	*	0	*	0	*	1	*	0	*	7	57.1
Columbus	546	153.7	162.2	56.0	27	40.7	1	*	207	47.1	10	20.0	1	*	299	64.5
Whiteville City	213	156.2	166.2	67.6	3	*	0	*	80	53.8	4	*	1	*	125	77.6
Craven	1,095	156.8	164.2	68.6	2	*	5	80.0	394	51.9	20	55.0	17	76.5	657	78.8
Cumberland	3,868	156.2	163.7	65.9	68	36.8	60	91.7	1,749	53.2	204	75.4	66	65.2	1,718	78.2
Oma's Inc **	16	145.4	147.8	6.3	0	*	0	*	9	0.0	1	*	2	*	4	*
Duplin	648	155.4	164.0	63.7	0	*	0	*	231	48.2	83	48.2	1	*	333	78.3
Greene	194	154.3	163.3	58.5	0	*	0	*	101	52.5	11	45.5	0	*	82	67.9
Jones	98	156.1	163.3	71.4	0	*	0	*	62	66.1	2	*	0	*	33	81.8
Lenoir	724	155.6	165.8	63.9	0	*	3	*	373	52.4	19	52.6	5	60.0	324	77.6
New Hanover	1,646	157.8	166.9	70.9	7	42.9	12	91.7	482	41.9	14	42.9	13	61.5	1,117	83.8
Onslow	1,619	157.5	165.7	71.6	22	68.2	27	88.9	386	58.2	46	69.6	62	79.0	1,076	75.7
Phase Academy**	20	154.5	159.2	55.0	0	*	0	*	11	45.5	0	*	3	*	6	66.7
Pamlico	124	157.8	166.0	74.2	1	*	0	*	45	60.0	0	*	0	*	78	82.1
Arapahoe**	37	155.2	167.4	64.9	0	*	0	*	6	50.0	0	*	0	*	31	67.7
Pender	510	156.9	166.5	72.4	2	*	2	*	142	55.3	10	60.0	3	*	351	79.4
Robeson	1,684	151.7	160.4	48.0	680	43.6	5	40.0	522	41.1	29	31.0	7	14.3	441	64.8
CIS Academy**	24	144.9	155.1	25.0	12	8.3	0	*	5	20.0	0	*	0	*	7	57.1
Sampson	606	155.0	164.0	64.0	10	60.0	2	*	176	51.1	31	58.1	3	*	384	70.2
Clinton City	200	155.0	163.3	62.5	5	40.0	1	*	112	50.0	5	60.0	0	*	77	81.8
Wayne	1,379	156.0	165.6	66.9	3	*	3	*	552	52.2	52	65.4	23	91.3	746	77.0

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading *Data are not reported where number tested is fewer than five

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Data received from LEAs after September 14, 2000 are not included in this table

Table 59f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 6 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	96,489	156.3	165.1	66.1	1,304	48.7	1,611	73.6	28,582	44.1	2,809	52.2	983	67.9	61,171	77.1
Central Region	29,391	156.8	165.2	67.1	104	71.2	589	77.9	9,906	44.9	1,008	48.0	407	65.6	17,364	80.5
Alamance-Burlington	1,605	155.4	164.5	63.3	5	80.0	18	77.8	439	40.1	70	31.4	16	66.7	1,057	74.6
Lakeside School**	2	*	*	*	0	*	0	*	2	*	0	*	0	*	0	*
River Mill Charter**	22	157.1	158.7	68.2	1	*	0	*	1	*	0	*	0	*	20	65.0
Caswell	276	155.0	166.4	66.4	0	*	0	*	111	54.5	4	*	3	*	158	75.2
Chatham	577	157.5	165.6	69.5	2	*	2	*	137	39.4	42	54.8	9	66.7	385	81.8
Chatham Charter**	18	156.9	167.3	72.2	1	*	0	*	3	*	0	*	0	*	14	78.6
Woods Charter**	6	161.8	169.0	100.0	0	*	0	*	2	*	0	*	0	*	4	*
Durham	2,169	154.6	161.4	55.8	3	*	42	81.0	1,297	42.3	72	36.1	43	55.8	711	80.8
Carter Community**	19	148.7	153.4	36.8	0	*	0	*	19	36.8	0	*	0	*	0	*
Turning Point**	15	149.4	153.5	13.3	0	*	0	*	15	13.3	0	*	0	*	0	*
Omuteko Gwamaziima**	7	151.7	153.9	50.0	0	*	0	*	6	40.0	0	*	1	*	0	*
Franklin	621	155.1	162.9	59.2	0	*	2	*	238	35.9	22	40.9	5	60.0	354	75.9
Granville	567	155.2	162.5	62.0	0	*	2	*	225	45.2	13	46.2	4	*	323	74.3
Guilford	4,741	156.8	164.8	66.5	23	60.9	168	62.5	1,874	45.9	96	59.6	114	68.4	2,463	82.7
Imani Institute**	39	149.7	154.9	31.6	0	*	0	*	38	29.7	0	*	0	*	1	*
Harnett	1,240	155.4	164.4	63.5	15	73.3	3	*	341	47.8	65	46.2	25	52.0	791	72.0
Johnston	1,584	157.4	166.2	71.5	5	60.0	6	100.0	326	50.2	91	49.5	11	36.4	1,145	79.5
Lee	710	155.8	166.8	66.0	0	*	6	83.3	201	47.3	88	42.5	10	60.0	405	80.2
Provisions Academy**	13	146.6	155.3	23.1	0	*	0	*	5	20.0	0	*	1	*	7	28.6
Nash-Rocky Mount	1,368	154.8	163.3	60.3	4	*	15	66.7	756	44.0	31	41.9	17	70.6	543	83.6
Rocky Mt Charter Public**	63	154.2	155.6	39.7	0	*	1	*	44	31.8	0	*	0	*	18	61.1
Orange	452	158.4	165.9	74.9	2	*	6	100.0	97	53.6	11	36.4	2	*	334	82.1
Chapel Hill-Carrboro City	722	163.6	173.0	89.3	1	*	50	94.0	101	55.4	16	75.0	15	93.3	539	95.7
Village Charter**	11	155.1	163.2	54.5	0	*	0	*	4	*	1	*	1	*	5	60.0
Person	464	155.9	164.7	64.9	3	*	0	*	174	47.1	4	*	5	80.0	278	76.3
Randolph	1,303	155.8	164.2	66.3	6	100.0	6	66.7	61	47.5	55	54.5	11	63.6	1,164	67.7
Asheboro City	307	156.7	164.3	66.4	1	*	7	100.0	51	39.2	34	44.1	6	33.3	208	76.9
Rockingham	1,118	155.6	164.1	63.8	3	*	2	*	249	43.5	22	57.1	10	60.0	832	69.9
Vance	542	150.8	159.0	42.3	0	*	3	*	370	33.1	14	7.1	4	*	151	66.9
Vance Charter**	38	156.2	163.1	65.8	0	*	1	*	9	66.7	0	*	1	*	27	66.7
Wake	7,393	158.9	167.8	75.1	18	83.3	246	84.1	1,967	47.5	218	53.5	86	72.6	4,852	86.7
Exploris**	56	165.4	173.2	87.5	0	*	0	*	11	72.7	3	*	0	*	42	95.2

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

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Table 59f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs

Grade 6 Reading and Mathematics

Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**96,489**	**156.3**	**165.1**	**66.1**	**1,304**	**48.7**	**1,611**	**73.6**	**28,582**	**44.1**	**2,809**	**52.2**	**983**	**67.9**	**61,171**	**77.1**
Magellan**	64	162.8	177.7	92.2	0	*	1	*	5	20.0	1	*	0	*	57	98.2
Sterling Montessori**	11	160.2	167.8	81.8	0	*	0	*	0	*	0	*	1	*	9	77.8
Franklin Academy**	42	161.8	174.4	92.9	0	*	0	*	0	*	0	*	0	*	42	92.9
East Wake Academy**	35	154.9	160.7	60.0	0	*	0	*	7	42.9	2	*	1	*	25	60.0
Sankore School**	7	148.9	154.6	28.6	0	*	0	*	5	20.0	0	*	0	*	2	*
SPARC Academy**	30	147.5	150.9	26.7	0	*	0	*	30	26.7	0	*	0	*	0	*
Quest Academy**	8	163.3	174.1	87.5	0	*	0	*	0	*	0	*	0	*	8	87.5
Warren	259	152.1	158.9	46.7	11	54.5	0	*	206	46.1	1	*	2	*	39	48.7
Wilson	841	155.6	164.6	63.4	0	*	2	*	454	49.6	31	54.8	3	*	351	82.1
S.B. Howard**	26	150.4	152.7	30.8	0	*	0	*	25	28.0	1	*	0	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 60a. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Western Region (RAC 1)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,031**	**160.2**	**171.0**	**70.8**	**1,433**	**55.4**	**1,524**	**78.4**	**27,526**	**50.5**	**2,679**	**56.6**	**855**	**71.7**	**59,995**	**81.0**
Western Region	**7,270**	**161.3**	**173.4**	**78.1**	**98**	**75.3**	**48**	**83.0**	**482**	**50.4**	**107**	**58.9**	**49**	**72.9**	**6,484**	**80.5**
Buncombe	1,984	162.0	174.8	80.2	15	64.3	13	91.7	89	56.3	28	78.6	22	81.8	1,817	81.4
Asheville City	286	159.9	170.9	68.2	0	*	1	*	141	45.4	6	83.3	0	*	138	91.3
Francine Delany**	13	165.6	177.8	92.3	0	*	0	*	2	*	0	*	0	*	11	90.9
Evergreen Community**	27	162.3	172.0	76.0	0	*	0	*	2	*	0	*	2	*	21	90.0
Cherokee	259	162.1	173.1	79.5	4	*	0	*	5	40.0	3	*	2	*	245	80.0
The Learning Center**	9	160.7	170.0	66.7	0	*	1	*	0	*	0	*	0	*	8	62.5
Clay	90	162.9	176.1	92.2	0	*	0	*	1	*	0	*	2	*	87	92.0
Graham	103	160.1	176.6	77.7	17	88.2	0	*	0	*	0	*	0	*	86	75.6
Haywood	584	161.3	174.1	79.4	5	40.0	2	*	7	42.9	5	60.0	6	33.3	559	80.8
Henderson	843	161.9	174.5	78.4	2	*	6	66.7	47	44.7	35	48.6	6	66.7	747	82.1
Jackson	278	160.6	172.6	76.3	29	79.3	4	*	3	*	2	*	0	*	240	75.8
Summit Charter**	16	163.4	175.1	93.8	0	*	0	*	0	*	1	*	0	*	15	93.3
Macon	350	159.9	170.4	73.1	0	*	1	*	3	*	1	*	1	*	344	73.8
Madison	201	160.3	172.2	77.1	0	*	1	*	1	*	2	*	0	*	197	77.2
McDowell	468	160.1	171.6	75.3	1	*	15	80.0	27	66.7	6	66.7	1	*	418	75.7
Mitchell	171	161.1	171.1	74.1	0	*	0	*	0	*	3	*	1	*	167	74.7
Polk	166	162.7	174.2	82.5	1	*	0	*	8	62.5	5	20.0	0	*	152	85.5
Rutherford	732	159.2	169.7	69.1	0	*	1	*	126	48.4	5	40.0	1	*	599	73.6
Thomas Jefferson**	51	162.4	174.2	80.4	0	*	0	*	3	*	0	*	1	*	47	85.1
Swain	123	160.8	171.8	74.8	23	69.6	0	*	1	*	2	*	2	*	95	78.9
Transylvania	295	163.8	178.1	92.7	0	*	3	*	13	92.3	3	*	1	*	275	93.7
Brevard Academy**	26	162.6	177.5	84.6	1	*	0	*	1	*	0	*	0	*	24	87.5
Yancey	195	163.3	175.4	88.2	0	*	0	*	2	*	0	*	1	*	192	88.5

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 60b. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Northwest Region (RAC 2)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,031**	**160.2**	**171.0**	**70.8**	**1,433**	**55.4**	**1,524**	**78.4**	**27,526**	**50.5**	**2,679**	**56.6**	**855**	**71.7**	**59,995**	**81.0**
Northwest Region	**14,711**	**160.4**	**172.2**	**73.6**	**22**	**63.6**	**320**	**66.6**	**2,203**	**49.7**	**427**	**49.1**	**116**	**71.6**	**11,623**	**79.2**
Alexander	422	159.5	171.0	71.1	1	*	12	66.7	24	70.8	4	*	0	*	381	71.4
Alleghany	87	162.0	176.2	87.4	0	*	0	*	0	*	2	*	0	*	85	89.4
Ashe	232	161.7	174.9	79.3	0	*	0	*	0	*	3	*	0	*	229	79.0
Avery	169	160.4	174.1	78.1	0	*	0	*	2	*	0	*	1	*	166	77.7
Burke	1,082	161.0	172.8	74.5	0	*	82	57.3	74	56.8	20	60.0	8	87.5	898	77.8
Caldwell	930	160.4	172.8	75.8	0	*	3	*	70	47.1	12	66.7	11	63.6	834	78.4
Catawba	1,195	161.1	174.3	77.2	2	*	81	66.7	80	65.0	33	39.4	4	*	995	80.3
Hickory City	334	158.7	170.2	64.0	0	*	33	69.7	90	31.5	11	27.3	7	71.4	193	79.8
Newton Conover City	197	159.8	174.2	74.6	1	*	16	37.5	30	60.0	19	84.2	2	*	129	81.4
Davidson	1,442	161.2	173.2	78.9	4	*	8	87.5	32	62.5	13	61.5	4	*	1,381	79.4
Lexington City	222	156.5	166.9	55.0	0	*	14	50.0	103	44.7	22	40.9	10	40.0	73	76.7
Thomasville City	154	157.4	167.8	61.0	0	*	2	*	72	43.1	8	87.5	0	*	72	76.4
Davie	444	160.4	172.4	73.4	1	*	2	*	48	62.5	5	60.0	2	*	386	74.6
Winston-Salem/Forsyth	3,037	160.0	171.1	70.3	7	71.4	25	96.0	1,067	50.8	139	39.6	40	80.0	1,759	83.9
Lift Academy**	12	150.7	154.6	10.0	0	*	0	*	12	10.0	0	*	0	*	0	*
Quality Education**	13	157.4	161.5	69.2	0	*	0	*	13	69.2	0	*	0	*	0	*
Downtown Middle**	131	159.9	170.4	71.8	0	*	0	*	63	55.6	3	*	2	*	63	87.3
C G Woodson**	15	153.1	160.9	35.7	0	*	0	*	15	35.7	0	*	0	*	0	*
Iredell-Statesville	1,256	159.4	171.4	69.5	2	*	21	66.7	229	38.9	26	73.1	5	60.0	973	76.9
American Ren. Middle**	38	159.7	167.0	57.9	0	*	0	*	3	*	0	*	0	*	35	57.1
Mooresville City	288	161.3	174.9	81.2	0	*	6	83.3	54	55.6	1	*	3	*	224	88.3
Grandfather Academy**	4	*	*	*	0	*	0	*	1	*	0	*	0	*	3	*
Crossnore Academy**	3	*	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Stokes	562	159.2	170.0	67.6	0	*	0	*	28	42.9	7	57.1	4	*	523	69.0
Surry	586	160.8	173.5	78.3	1	*	4	*	19	52.6	27	51.9	2	*	533	81.2
Elkin City	81	162.4	172.9	85.2	0	*	0	*	3	*	7	28.6	0	*	71	90.1
Bridges**	9	153.4	160.2	33.3	0	*	0	*	0	*	0	*	1	*	8	25.0
Mount Airy City	142	162.3	176.9	80.1	0	*	5	80.0	16	62.5	3	*	0	*	118	82.9
Watauga	387	165.6	177.1	92.2	2	*	3	*	3	*	5	60.0	3	*	371	92.7
Wilkes	789	160.4	172.4	74.1	0	*	2	*	34	52.9	24	37.5	4	*	725	76.2
Yadkin	448	160.1	169.8	69.8	1	*	1	*	18	33.3	33	43.8	3	*	392	73.8

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

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Table 60c. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Southwest Region (RAC 3)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,031**	**160.2**	**171.0**	**70.8**	**1,433**	**55.4**	**1,524**	**78.4**	**27,526**	**50.5**	**2,679**	**56.6**	**855**	**71.7**	**59,995**	**81.0**
Southwest Region	**20,531**	**161.0**	**170.6**	**70.5**	**195**	**55.2**	**460**	**79.3**	**6,110**	**49.3**	**572**	**56.1**	**95**	**70.5**	**13,093**	**80.9**
Anson	311	154.6	165.1	47.9	3	*	1	*	195	35.9	1	*	0	*	111	68.5
Cabarrus	1,374	161.5	173.2	79.1	6	83.3	13	76.9	180	52.0	36	50.0	9	66.7	1,128	84.5
Kannapolis City	325	157.5	170.8	64.8	0	*	5	80.0	106	44.1	14	71.4	5	80.0	194	74.7
Cleveland	715	158.9	171.9	67.8	0	*	1	*	143	42.7	6	60.0	0	*	565	74.4
Kings Mountain City	336	160.1	171.4	69.9	1	*	5	80.0	62	58.1	3	*	4	*	261	72.7
Shelby City	223	157.7	168.4	61.9	0	*	2	*	128	50.0	1	*	0	*	92	77.2
Gaston	2,289	158.7	171.4	67.8	3	*	26	73.1	408	45.4	44	67.4	13	69.2	1,795	72.9
Hoke	452	157.2	167.5	58.9	55	49.1	4	*	228	50.7	15	66.7	6	66.7	144	73.4
Lincoln	807	159.4	172.0	72.5	4	*	4	*	69	36.8	36	55.6	7	85.7	687	76.6
Lincoln Charter**	18	160.3	169.7	83.3	0	*	0	*	0	*	3	*	0	*	15	86.7
Charlotte/Mecklenburg	7,387	163.6	169.4	70.7	37	62.2	310	82.6	3,176	51.1	238	58.0	23	65.2	3,601	87.9
Kennedy Charter**	2	*	*	*	0	*	0	*	2	*	0	*	0	*	0	*
Lake Norman**	86	162.3	177.3	85.9	0	*	0	*	5	80.0	1	*	1	*	78	87.0
Montgomery	323	157.4	169.3	58.7	0	*	17	58.8	80	40.0	37	64.9	3	*	186	64.9
Moore	881	160.9	173.0	75.7	7	57.1	10	90.0	191	56.5	29	37.9	2	*	642	83.1
MAST**	34	160.6	169.9	70.6	0	*	0	*	9	33.3	0	*	1	*	24	87.5
Richmond	600	159.0	169.3	69.0	12	75.0	4	*	224	55.4	7	42.9	3	*	350	78.0
Rowan-Salisbury	1,531	159.1	169.0	65.9	5	20.0	18	61.1	310	39.5	33	48.5	8	87.5	1,157	73.6
Scotland	488	158.5	170.7	68.1	54	50.9	1	*	214	56.8	5	80.0	2	*	212	83.3
Stanly	773	161.0	173.0	79.7	2	*	30	65.5	115	53.1	6	100.0	4	*	616	85.0
Union	1,576	160.8	173.4	76.0	6	50.0	9	77.8	265	44.3	57	35.1	4	*	1,235	84.8

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after September 14, 2000 are not included in this table.

Table 60d. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Northeast Region (RAC 4)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	94,031	160.2	171.0	70.8	1,433	55.4	1,524	78.4	27,526	50.5	2,679	56.6	855	71.7	59,995	81.0
Northeast Region	6,376	158.2	168.9	63.3	45	48.9	32	87.5	3,279	49.4	66	61.5	33	78.8	2,920	78.8
Beaufort	537	159.0	170.7	68.8	0	*	0	*	219	56.6	5	60.0	3	*	310	77.7
Bertie	290	155.9	165.6	54.8	1	*	0	*	232	51.7	2	*	1	*	54	66.7
Camden	105	162.8	172.5	85.6	0	*	3	*	12	58.3	0	*	0	*	90	88.8
Edenton/Chowan	201	158.4	169.1	68.7	0	*	0	*	111	58.6	1	*	0	*	89	80.9
Currituck	234	160.5	173.3	78.2	0	*	3	*	25	52.0	2	*	1	*	203	80.8
Dare	369	161.8	172.4	74.5	0	*	2	*	16	37.5	9	66.7	1	*	341	76.2
Edgecombe	574	155.7	166.7	51.7	1	*	1	*	330	43.6	9	22.2	2	*	230	64.3
Gates	143	159.8	170.1	69.2	0	*	1	*	59	52.5	0	*	0	*	83	80.7
Halifax	410	156.6	167.5	54.9	30	50.0	0	*	350	54.9	1	*	0	*	29	58.6
Roanoke Rapids City	224	160.2	171.3	71.0	2	*	6	100.0	57	47.4	2	*	1	*	156	79.5
Weldon City	79	154.3	163.7	44.3	1	*	0	*	72	43.1	0	*	0	*	6	66.7
Hertford	282	154.5	165.6	50.7	6	50.0	0	*	228	44.3	0	*	1	*	47	80.9
Hyde	52	156.9	166.5	50.0	0	*	0	*	23	30.4	0	*	0	*	29	65.5
Martin	385	156.0	165.8	51.6	0	*	0	*	218	34.1	9	66.7	2	*	156	75.0
Northampton	264	157.5	166.6	61.8	0	*	0	*	211	56.9	1	*	1	*	51	80.4
Elizabeth City/Pasquotank	456	158.0	168.4	62.2	1	*	3	*	228	47.4	4	*	4	*	216	77.7
Perquimans	143	158.3	172.9	68.5	0	*	0	*	51	49.0	0	*	1	*	91	80.2
Pitt	1,365	159.9	171.2	71.8	3	*	13	76.9	656	55.5	20	68.4	15	80.0	658	87.5
Right Step**	19	150.5	154.6	10.5	0	*	0	*	18	11.1	0	*	0	*	1	*
Tyrrell	75	156.9	164.7	50.7	0	*	0	*	39	35.9	1	*	0	*	35	68.6
Washington	169	155.1	163.4	45.0	0	*	0	*	124	35.5	0	*	0	*	45	71.1

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 60e. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Southeast Region (RAC 5)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**94,031**	**160.2**	**171.0**	**70.8**	**1,433**	**55.4**	**1,524**	**78.4**	**27,526**	**50.5**	**2,679**	**56.6**	**855**	**71.7**	**59,995**	**81.0**
Southeast Region	**16,730**	**159.2**	**169.8**	**68.2**	**939**	**52.5**	**119**	**84.0**	**6,008**	**53.5**	**588**	**63.4**	**184**	**73.4**	**8,887**	**79.8**
Bladen	414	157.4	168.9	61.0	4	*	0	*	198	51.5	8	50.0	1	*	203	70.8
Brunswick	714	160.0	172.4	75.3	5	60.0	1	*	151	58.3	13	84.6	8	75.0	536	80.1
Carteret	666	161.3	171.9	78.7	0	*	1	*	73	54.2	2	*	13	92.3	577	81.4
Columbus	545	158.2	168.7	66.5	35	57.1	0	*	208	55.6	6	0.0	1	*	295	76.9
Whiteville City	213	159.5	170.3	69.0	2	*	2	*	93	50.5	1	*	1	*	114	84.2
Craven	1,097	160.4	170.6	72.5	4	*	7	71.4	381	55.6	23	82.6	4	*	678	81.5
Cumberland	3,844	159.1	168.2	66.4	64	54.7	51	84.3	1,814	54.7	209	71.8	58	67.2	1,645	78.6
Oma's Inc **	17	157.6	161.1	47.1	0	*	0	*	9	55.6	2	*	1	*	4	*
Duplin	615	158.8	170.0	67.5	3	*	1	*	226	54.5	62	38.7	1	*	322	81.9
Greene	203	157.2	167.0	56.9	0	*	0	*	104	47.1	12	50.0	0	*	87	69.8
Jones	94	158.8	167.5	67.0	0	*	0	*	50	68.0	1	*	1	*	42	69.0
Lenoir	765	158.8	171.7	68.3	1	*	0	*	377	59.1	28	42.9	3	*	356	79.9
New Hanover	1,470	161.3	173.0	75.9	5	60.0	18	83.3	372	47.0	15	73.3	14	64.3	1,046	86.2
Onslow	1,613	160.3	171.2	75.1	18	61.1	22	86.4	367	59.8	72	72.2	48	81.3	1,086	80.1
Phase Academy**	21	156.1	159.6	33.3	1	*	0	*	17	29.4	0	*	1	*	2	*
Pamlico	125	159.9	172.2	73.4	1	*	0	*	34	52.9	1	*	0	*	89	81.8
Arapahoe**	40	163.3	174.9	97.5	0	*	0	*	2	*	0	*	0	*	38	97.4
Pender	482	160.1	171.8	74.9	2	*	0	*	175	57.7	16	87.5	3	*	286	84.6
Robeson	1,701	155.5	166.4	53.1	755	51.6	5	80.0	511	43.7	30	46.7	8	62.5	392	68.3
CIS Academy**	35	150.3	157.6	17.1	21	14.3	0	*	8	12.5	0	*	0	*	6	33.3
Sampson	520	158.3	168.3	64.2	8	62.5	2	*	171	48.0	44	63.6	1	*	294	73.8
Clinton City	170	160.2	170.8	68.9	7	71.4	0	*	79	50.0	7	71.4	1	*	76	86.8
Wayne	1,366	159.1	170.4	67.8	3	*	9	88.9	588	54.1	36	55.6	16	93.8	713	79.0

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 60f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	94,031	160.2	171.0	70.8	1,433	55.4	1,524	78.4	27,526	50.5	2,679	56.6	855	71.7	59,995	81.0
Central Region	28,413	160.2	171.3	71.1	134	62.7	545	82.4	9,444	50.0	919	55.5	378	70.6	16,988	83.4
Alamance-Burlington	1,529	159.0	171.1	67.9	8	75.0	17	76.5	405	52.7	83	34.6	17	52.9	999	76.7
Lakeside School**	2	*	*	*	0	*	0	*	2	*	0	*	0	*	0	*
River Mill Charter**	22	164.1	171.5	81.8	0	*	0	*	3	*	0	*	1	*	18	77.8
Caswell	260	158.4	166.5	64.2	0	*	0	*	102	60.8	1	*	2	*	155	66.5
Chatham	518	160.8	170.6	70.3	2	*	1	*	136	55.1	44	38.6	6	83.3	329	80.5
Chatham Charter**	14	159.9	172.4	78.6	0	*	1	*	4	*	0	*	0	*	9	77.8
Woods Charter**	14	159.8	166.9	64.3	0	*	0	*	3	*	0	*	0	*	11	63.6
• Durham	2,080	158.4	168.0	59.8	5	40.0	41	82.9	1,244	45.8	61	49.2	61	63.9	667	85.0
Carter Community**	29	151.3	156.7	13.8	0	*	0	*	20	10.0	1	*	6	16.7	2	*
Success Academy**	6	145.5	154.7	0.0	1	*	0	*	5	0.0	0	*	0	*	0	*
Omuteko Gwamaziima**	5	153.0	153.0	20.0	0	*	0	*	5	20.0	0	*	0	*	0	*
Franklin	584	158.3	169.0	65.2	0	*	1	*	230	45.7	16	75.0	4	*	333	78.1
Granville	596	159.3	168.5	68.9	1	*	2	*	241	58.2	12	41.7	5	60.0	335	77.6
Guilford	4,614	159.9	169.9	67.9	32	50.0	132	61.4	1,772	47.1	66	53.8	90	67.4	2,521	83.5
Imani Institute**	42	155.1	160.1	45.2	0	*	0	*	38	44.7	0	*	1	*	3	*
Harnett	1,218	159.6	171.8	71.3	10	70.0	2	*	337	53.7	50	66.0	14	57.1	803	79.2
Johnston	1,457	161.1	173.6	79.8	4	*	7	71.4	293	65.1	80	65.0	14	78.6	1,059	85.0
Lee	653	159.3	173.2	69.1	2	*	3	*	174	47.7	67	49.3	10	60.0	397	81.9
Provisions Academy**	19	151.8	158.3	15.8	0	*	0	*	9	0.0	0	*	0	*	10	30.0
Nash-Rocky Mount	1,242	158.3	169.8	65.2	5	100.0	10	50.0	642	51.3	26	50.0	12	75.0	547	81.9
Rocky Mt Charter Public**	91	158.9	165.1	63.7	1	*	2	*	44	47.7	3	*	2	*	39	82.1
Orange	483	161.5	170.6	72.6	2	*	5	100.0	119	48.7	10	80.0	6	83.3	341	79.9
Orange Co. Charter**	18	165.9	179.9	100.0	0	*	0	*	0	*	0	*	2	*	16	100.0
Chapel Hill-Carrboro City	679	166.0	179.3	89.5	0	*	47	95.7	109	51.4	13	76.9	9	100.0	501	97.2
Village Charter**	15	161.3	168.5	86.7	0	*	0	*	4	*	0	*	1	*	10	80.0
Person	471	158.9	168.4	68.6	3	*	1	*	174	57.5	9	33.3	2	*	282	77.0
Randolph	1,252	159.1	171.3	69.6	9	77.8	4	*	60	46.7	40	59.0	10	90.0	1,129	71.0
Asheboro City	337	159.9	171.4	71.1	2	*	6	66.7	57	46.4	36	55.6	2	*	234	79.9
Rockingham	1,123	159.4	169.0	66.6	5	80.0	5	80.0	282	47.3	24	62.5	11	81.8	796	73.2
Vance	572	155.6	164.3	48.9	0	*	0	*	360	38.4	12	45.5	4	*	196	68.0
Wake	7,085	162.4	174.2	80.4	24	66.7	252	92.5	1,848	53.3	229	62.9	65	84.6	4,666	91.2
Exploris**	56	167.3	179.3	91.1	0	*	0	*	6	66.7	2	*	2	*	46	93.5

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 60f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 7 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	94,031	160.2	171.0	70.8	1,433	55.4	1,524	78.4	27,526	50.5	2,679	56.6	855	71.7	59,995	81.0
Magellan**	63	167.7	184.8	98.4	0	*	3	*	4	*	1	*	0	*	55	98.2
Sterling Montessori**	14	164.5	172.8	85.7	0	*	0	*	0	*	0	*	2	*	12	83.3
East Wake Academy**	36	159.8	170.2	75.0	0	*	0	*	3	*	0	*	1	*	32	84 [illegible]
Sankore School**	16	149.3	158.9	12.5	0	*	0	*	16	12.5	0	*	0	*	0	*
SPARC Academy**	31	153.1	158.1	32.3	0	*	0	*	30	30.0	0	*	1	*	0	*
Quest Academy**	15	166.5	176.6	100.0	0	*	0	*	0	*	0	*	0	*	15	100.0
Warren	257	155.6	164.2	52.0	16	43.8	0	*	189	48.1	2	*	1	*	49	70.8
Wilson	880	159.1	170.8	68.0	2	*	3	*	459	53.0	31	48.4	14	71.4	371	88.1
S.B. Howard**	15	152.1	159.9	26.7	0	*	0	*	15	26.7	0	*	0	*	0	*

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Table 61a. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Western Region (RAC 1)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,984**	**162.7**	**175.3**	**75.0**	**1,311**	**65.4**	**1,611**	**81.4**	**25,860**	**55.4**	**2,367**	**61.2**	**726**	**74.8**	**59,090**	**84.2**
Western Region	**6,940**	**164.2**	**178.5**	**82.3**	**84**	**71.4**	**47**	**91.5**	**434**	**53.5**	**110**	**63.3**	**44**	**70.5**	**6,220**	**84.8**
Buncombe	1,836	164.7	179.8	83.8	9	44.4	15	86.7	108	57.9	29	75.9	18	88.9	1,656	85.8
Asheville City	261	161.7	173.6	66.8	0	*	4	*	108	46.7	9	66.7	4	*	136	84.4
Evergreen Community**	11	165.6	171.2	72.7	0	*	0	*	2	*	0	*	0	*	9	88.9
Cherokee	269	164.6	178.7	87.7	3	*	1	*	4	*	2	*	0	*	259	88.4
The Learning Center**	7	156.7	165.1	42.9	0	*	0	*	0	*	0	*	0	*	7	42.9
Clay	97	165.5	180.8	89.7	0	*	0	*	0	*	1	*	0	*	96	89.6
Graham	87	164.8	179.4	90.8	11	81.8	0	*	0	*	1	*	1	*	74	91.9
Haywood	550	164.2	179.2	84.2	2	*	0	*	9	55.6	4	*	5	40.0	530	85.1
Henderson	882	164.3	178.5	80.4	4	*	10	100.0	46	43.5	35	48.6	7	57.1	780	84.1
Jackson	276	163.9	178.5	81.8	27	77.8	1	*	2	*	2	*	0	*	244	82.2
Summit Charter**	10	166.1	183.3	100.0	0	*	0	*	0	*	0	*	0	*	10	100.0
Macon	296	163.5	177.1	81.3	1	*	1	*	0	*	1	*	2	*	291	81.3
Madison	171	163.8	178.3	81.3	0	*	0	*	1	*	0	*	0	*	170	81.2
McDowell	428	164.3	178.8	86.6	2	*	10	90.0	17	82.4	6	83.3	0	*	393	86.7
Mitchell	189	163.8	175.9	82.0	0	*	0	*	1	*	1	*	0	*	187	81.8
Polk	176	164.3	176.7	81.7	0	*	2	*	13	69.2	7	66.7	0	*	154	83.1
Rutherford	743	162.1	174.9	73.6	0	*	2	*	108	48.1	10	40.0	3	*	620	78.5
Thomas Jefferson**	39	166.1	178.8	78.9	0	*	0	*	1	*	0	*	1	*	37	77.8
Swain	128	164.7	176.8	84.4	25	68.0	0	*	0	*	1	*	0	*	102	88.2
Transylvania	298	166.7	185.0	93.6	0	*	0	*	13	84.6	1	*	3	*	281	94.0
Brevard Academy**	10	166.8	179.7	90.0	0	*	0	*	0	*	0	*	0	*	10	90.0
Yancey	176	165.6	181.3	89.2	0	*	1	*	1	*	0	*	0	*	174	89.1

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 61b. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Northwest Region (RAC 2)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,984**	**162.7**	**175.3**	**75.0**	**1,311**	**65.4**	**1,611**	**81.4**	**25,860**	**55.4**	**2,367**	**61.2**	**726**	**74.8**	**59,090**	**84.2**
Northwest Region	**14,218**	**163.0**	**176.2**	**77.3**	**29**	**65.5**	**349**	**77.1**	**2,113**	**56.5**	**365**	**55.1**	**93**	**71.0**	**11,269**	**82.0**
Alexander	393	162.4	174.9	75.6	0	*	9	77.8	24	37.5	6	83.3	1	*	353	77.9
Alleghany	101	165.9	178.3	86.0	0	*	0	*	4	*	1	*	0	*	96	86.3
Ashe	246	163.4	177.6	77.2	0	*	3	*	0	*	1	*	0	*	242	76.9
Avery	170	163.9	177.8	82.9	0	*	0	*	1	*	0	*	0	*	169	82.8
Burke	1,038	163.8	176.1	81.3	0	*	106	82.1	72	62.5	15	60.0	5	60.0	840	83.3
Caldwell	852	162.8	175.9	79.9	0	*	5	80.0	59	52.5	12	66.7	4	*	772	82.1
Catawba	1,151	163.7	178.0	81.4	3	*	58	77.6	66	66.7	23	60.9	8	87.5	993	82.9
Hickory City	341	161.2	174.1	70.3	0	*	30	56.7	89	47.7	10	30.0	2	*	210	83.3
Newton Conover City	194	163.6	179.3	85.5	0	*	16	81.3	24	66.7	7	85.7	4	*	143	88.7
Davidson	1,433	162.7	176.1	77.8	8	37.5	11	90.9	27	70.4	4	*	2	*	1,381	78.3
Lexington City	213	160.0	172.1	63.2	1	*	17	58.8	110	56.4	16	56.3	3	*	66	76.9
Thomasville City	142	160.5	172.1	67.4	0	*	2	*	81	66.3	5	80.0	0	*	54	68.5
Davie	367	163.5	177.5	81.2	0	*	2	*	31	64.5	9	44.4	2	*	323	83.6
Winston-Salem/Forsyth	2,937	162.5	174.4	72.4	9	66.7	35	91.4	1,033	53.7	131	45.8	33	66.7	1,696	85.5
Lift Academy**	9	154.3	159.6	37.5	0	*	0	*	8	37.5	0	*	0	*	1	*
Quality Education**	13	157.3	161.4	30.8	0	*	0	*	12	33.3	0	*	1	*	0	*
Downtown Middle**	159	163.7	175.5	80.5	0	*	2	*	60	61.7	1	*	4	*	92	92.4
C G Woodson**	12	156.8	161.8	33.3	0	*	0	*	12	33.3	0	*	0	*	0	*
Iredell-Statesville	1,161	162.7	176.3	75.0	5	100.0	27	59.3	206	56.8	32	65.6	4	*	887	79.8
American Ren. Middle**	17	162.1	172.4	64.7	0	*	0	*	2	*	0	*	0	*	15	66.7
Mooresville City	278	163.9	178.4	84.2	0	*	8	75.0	46	63.0	1	*	1	*	222	89.2
Grandfather Academy**	5	150.4	160.0	20.0	0	*	0	*	0	*	0	*	0	*	5	20.0
Crossnore Academy**	6	159.8	165.0	50.0	0	*	0	*	0	*	1	*	1	*	4	*
Stokes	526	162.2	174.4	75.3	0	*	1	*	26	57.7	6	66.7	6	66.7	487	76.4
Surry	580	163.9	179.1	84.8	0	*	5	80.0	29	75.9	35	71.4	1	*	510	86.4
Elkin City	72	165.3	179.0	81.9	0	*	1	*	6	66.7	5	40.0	0	*	60	86.7
Bridges**	13	155.9	165.5	46.2	0	*	0	*	2	*	0	*	0	*	11	36.4
Mount Airy City	138	165.3	180.3	87.0	0	*	5	40.0	20	80.0	1	*	0	*	112	91.1
Watauga	430	166.3	181.3	87.7	0	*	1	*	6	83.3	6	66.7	2	*	415	88.0

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 61b. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Northwest Region (RAC 2)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,984	162.7	175.3	75.0	1,311	65.4	1,611	81.4	25,860	55.4	2,367	61.2	726	74.8	59,090	84.2
Wilkes	770	162.9	177.4	77.3	1	*	4	*	38	57.9	10	50.0	6	50.0	711	78.8
Yadkin	451	162.8	175.0	74.9	2	*	1	*	19	52.6	27	51.9	3	*	399	77.9

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 61c. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Southwest Region (RAC 3)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,984**	**162.7**	**175.3**	**75.0**	**1,311**	**65.4**	**1,611**	**81.4**	**25,860**	**55.4**	**2,367**	**61.2**	**726**	**74.8**	**59,090**	**84.2**
Southwest Region	**19,932**	**162.3**	**174.5**	**72.7**	**184**	**61.7**	**458**	**79.7**	**5,739**	**50.1**	**516**	**61.3**	**104**	**69.2**	**12,921**	**83.1**
Anson	290	159.5	170.1	58.6	0	*	5	80.0	177	43.5	1	*	0	*	107	82.2
Cabarrus	1,365	164.2	177.2	81.4	6	66.7	6	100.0	165	50.3	31	58.1	3	*	1,154	86.5
Kannapolis City	324	161.2	173.6	70.8	0	*	6	50.0	97	55.8	14	71.4	3	*	204	78.4
Cleveland	663	161.8	175.3	73.8	0	*	2	*	139	59.0	6	66.7	1	*	515	78.1
Kings Mountain City	335	163.1	175.3	78.7	1	*	8	87.5	74	67.6	2	*	3	*	247	82.0
Shelby City	219	163.2	174.9	75.3	0	*	1	*	96	59.4	2	*	4	*	116	87.9
Gaston	2,297	162.1	174.5	74.0	3	*	32	87.5	430	60.9	26	80.0	8	50.0	1,797	77.0
Hoke	413	159.3	170.4	62.3	68	52.9	3	*	203	56.9	14	71.4	3	*	121	75.8
Lincoln	766	161.6	174.5	70.5	0	*	4	*	61	50.8	35	62.9	6	83.3	660	72.5
Charlotte/Mecklenburg	7,099	161.9	173.2	68.1	27	66.7	313	79.9	2,909	45.0	227	61.8	38	68.4	3,581	86.1
Kennedy Charter**	6	145.5	148.8	0.0	0	*	0	*	5	0.0	0	*	0	*	1	*
Lake Norman**	62	164.3	181.0	88.7	0	*	1	*	3	*	0	*	0	*	56	89.3
Montgomery	313	161.2	172.6	66.9	0	*	10	80.0	82	36.7	28	55.6	0	*	193	80.2
Moore	795	164.0	176.8	80.9	3	*	2	*	194	60.3	25	68.0	7	85.7	564	88.3
MAST**	20	162.4	177.6	75.0	0	*	0	*	3	*	0	*	1	*	15	86.7
Richmond	535	162.0	174.7	74.0	9	66.7	5	80.0	179	55.9	9	77.8	3	*	330	84.2
Rowan-Salisbury	1,533	161.7	174.2	71.7	6	50.0	22	72.7	345	48.5	30	66.7	8	50.0	1,122	79.2
Scotland	473	161.1	175.3	74.8	54	71.7	2	*	214	66.4	0	*	3	*	200	84.0
Laurinburg Homework**	25	152.6	164.7	36.0	1	*	0	*	16	25.0	0	*	1	*	7	57.1
Stanly	776	163.8	177.3	84.0	2	*	27	70.4	107	62.6	13	53.8	4	*	623	88.7
Union	1,623	163.7	177.3	79.5	4	*	9	88.9	240	50.4	53	38.5	8	87.5	1,308	86.5

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

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Table 61d. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Northeast Region (RAC 4)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	90,984	162.7	175.3	75.0	1,311	65.4	1,611	81.4	25,860	55.4	2,367	61.2	726	74.8	59,090	84.2
Northeast Region	6,303	161.1	173.2	68.2	39	73.0	31	76.7	3,103	54.0	60	56.7	19	73.7	3,049	82.7
Beaufort	513	160.9	174.3	68.9	0	*	2	*	202	49.5	5	40.0	1	*	303	82.8
Bertie	266	158.9	168.3	53.7	2	*	1	*	218	50.3	1	*	0	*	44	69.2
Camden	135	162.9	174.1	75.6	1	*	1	*	23	47.8	0	*	0	*	110	80.9
Edenton/Chowan	196	161.6	174.5	74.5	0	*	0	*	106	65.1	0	*	0	*	90	85.6
Currituck	268	163.5	177.4	83.2	1	*	0	*	22	77.3	3	*	0	*	242	84.3
Dare	349	164.1	177.5	81.9	1	*	1	*	10	70.0	6	66.7	3	*	328	82.3
Edgecombe	516	159.3	171.9	59.6	0	*	2	*	287	46.8	8	50.0	0	*	219	76.3
Gates	159	163.8	175.1	79.9	0	*	0	*	71	71.8	0	*	0	*	88	86.4
Halifax	404	157.1	170.8	55.2	24	79.2	0	*	354	53.7	1	*	3	*	22	50.0
Roanoke Rapids City	251	162.1	175.8	71.7	1	*	6	83.3	37	45.9	3	*	1	*	201	77.1
Weldon City	77	157.8	169.4	57.1	0	*	0	*	72	58.3	0	*	0	*	5	40.0
Hertford	313	158.3	168.9	55.8	6	66.7	0	*	243	48.8	2	*	0	*	62	82.3
Hyde	47	160.2	175.6	63.8	0	*	0	*	22	45.5	1	*	0	*	24	83.3
Martin	317	161.7	171.7	69.3	0	*	0	*	172	55.6	4	*	0	*	141	86.5
Northampton	257	160.9	171.2	66.0	0	*	0	*	200	61.8	0	*	0	*	57	80.7
Elizabeth City/Pasquotank	475	161.3	172.8	67.5	0	*	4	*	226	52.0	4	*	1	*	240	82.9
Perquimans	154	161.3	177.7	74.0	1	*	1	*	54	61.1	0	*	0	*	98	81.6
Pitt	1,349	162.3	174.3	72.6	2	*	13	76.9	624	56.1	18	61.1	10	90.0	682	87.8
Right Step**	23	154.5	161.7	39.1	0	*	0	*	22	40.9	0	*	0	*	1	*
Tyrrell	56	160.7	172.1	66.7	0	*	0	*	27	48.0	1	*	0	*	28	85.7
Washington	178	159.3	169.6	59.6	0	*	0	*	111	49.5	3	*	0	*	64	76.6

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after September 14, 2000 are not included in this table.

Table 61e. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Southeast Region (RAC 5)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,984**	**162.7**	**175.3**	**75.0**	**1,311**	**65.4**	**1,611**	**81.4**	**25,860**	**55.4**	**2,367**	**61.2**	**726**	**74.8**	**59,090**	**84.2**
Southeast Region	**16,471**	**162.1**	**174.2**	**73.2**	**852**	**63.4**	**169**	**88.2**	**5,871**	**58.7**	**497**	**69.4**	**171**	**77.8**	**8,909**	**83.5**
Bladen	409	160.1	171.9	63.1	6	33.3	1	*	205	49.8	5	60.0	0	*	192	78.1
Brunswick	703	162.8	176.5	80.6	5	80.0	4	*	148	70.3	5	60.0	5	80.0	536	83.6
Carteret	675	163.9	176.5	81.1	4	*	5	100.0	65	64.1	8	85.7	7	57.1	586	83.0
Columbus	539	160.3	171.8	68.0	31	67.7	1	*	209	54.8	4	*	2	*	292	78.0
Whiteville City	208	161.7	173.7	72.1	4	*	1	*	90	51.1	1	*	1	*	111	88.3
Craven	1,045	163.4	175.2	77.9	1	*	12	100.0	345	61.0	19	73.7	4	*	664	86.4
Cumberland	3,867	162.0	172.5	70.5	77	64.5	71	83.1	1,747	58.6	185	74.1	55	74.5	1,732	81.6
Oma's Inc **	18	152.5	161.2	16.7	0	*	0	*	12	0.0	0	*	1	*	5	40.0
Duplin	573	162.7	176.1	78.8	0	*	0	*	209	67.0	50	60.0	2	*	312	89.7
Greene	241	158.4	168.6	51.9	0	*	0	*	135	42.5	16	37.5	0	*	90	68.5
Jones	109	160.3	170.4	62.4	0	*	0	*	54	48.1	1	*	0	*	54	75.9
Lenoir	731	162.8	177.6	78.9	0	*	1	*	390	68.1	14	71.4	1	*	325	92.0
New Hanover	1,469	163.5	176.8	78.8	7	57.1	11	90.9	390	55.8	11	81.8	12	66.7	1,037	87.6
Onslow	1,532	163.0	175.8	78.4	21	76.2	32	90.6	353	60.9	59	76.3	47	83.0	1,019	84.0
Phase Academy**	15	159.1	165.9	46.7	0	*	0	*	12	41.7	0	*	1	*	2	*
Pamlico	124	163.7	177.5	79.8	1	*	0	*	33	69.7	2	*	0	*	88	83.0
Arapahoe**	24	167.4	182.2	91.7	0	*	1	*	1	*	0	*	0	*	22	90.9
Pender	453	163.1	178.2	86.8	0	*	0	*	127	80.3	13	84.6	2	*	311	89.4
Robeson	1,597	158.9	171.2	60.4	667	62.8	7	85.7	505	46.7	17	58.8	8	75.0	393	73.0
CIS Academy**	14	148.1	155.0	7.1	8	12.5	0	*	2	*	0	*	0	*	4	*
Sampson	561	160.8	173.4	70.2	9	88.9	3	*	183	56.8	49	53.1	3	*	314	79.6
Clinton City	179	163.6	177.5	85.5	11	81.8	0	*	80	76.3	3	*	1	*	84	96.4
Wayne	1,385	162.4	174.3	73.2	0	*	19	84.2	576	60.2	35	80.0	19	78.9	736	82.4

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

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Data received from LEAs after September 14, 2000 are not included in this table.

Table 61f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested[1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient[2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,984**	**162.7**	**175.3**	**75.0**	**1,311**	**65.4**	**1,611**	**81.4**	**25,860**	**55.4**	**2,367**	**61.2**	**726**	**74.8**	**59,090**	**84.2**
Central Region	**27,120**	**163.2**	**175.8**	**76.3**	**123**	**78.5**	**557**	**82.8**	**8,600**	**57.0**	**819**	**58.9**	**295**	**76.9**	**16,722**	**86.8**
Alamance-Burlington	1,463	162.1	175.4	73.1	3	*	19	63.2	359	50.4	59	41.4	18	61.1	1,005	83.5
Lakeside School**	7	156.6	159.3	14.3	0	*	0	*	4	*	0	*	1	*	2	*
River Mill Charter**	17	161.0	168.5	64.7	0	*	0	*	1	*	0	*	0	*	16	68.8
Caswell	294	160.7	168.4	59.0	0	*	0	*	138	49.6	3	*	0	*	153	68.6
Chatham	515	163.6	174.5	76.9	4	*	1	*	102	58.8	36	55.6	5	60.0	367	84.2
Chatham Charter**	11	160.7	181.6	72.7	1	*	0	*	0	*	0	*	0	*	10	70.0
Woods Charter**	12	163.2	169.8	58.3	0	*	0	*	1	*	0	*	2	*	9	55.6
Durham	2,033	161.6	172.4	67.0	9	66.7	37	83.8	1,155	53.1	60	50.8	31	74.2	741	88.9
Carter Community**	17	154.4	161.8	41.2	0	*	0	*	16	43.8	0	*	0	*	1	*
Success Academy**	1	*	*	*	0	*	0	*	1	*	0	*	0	*	0	*
Omuteko Gwamaziima**	3	*	*	*	0	*	0	*	2	*	0	*	1	*	0	*
Franklin	556	161.0	173.3	68.6	2	*	3	*	227	53.5	11	63.6	1	*	312	79.8
Granville	618	162.6	174.2	76.1	0	*	3	*	220	66.8	8	87.5	5	100.0	382	80.7
Guilford	4,517	163.3	174.4	73.9	31	66.7	150	65.5	1,580	55.3	87	61.2	81	72.4	2,587	86.4
Imani Institute**	29	157.1	163.3	42.9	0	*	0	*	26	42.3	0	*	0	*	3	*
Harnett	1,143	161.6	175.4	73.7	12	72.7	4	*	326	61.1	61	65.0	17	94.1	723	79.6
Johnston	1,409	163.9	178.2	84.1	8	87.5	4	*	287	66.8	55	67.3	16	93.8	1,039	89.5
Lee	636	162.2	177.8	76.9	4	*	7	100.0	171	65.5	65	50.8	8	75.0	381	86.1
Provisions Academy**	22	152.9	158.7	18.2	0	*	0	*	13	15.4	0	*	0	*	9	22.2
Nash-Rocky Mount	1,234	162.0	174.9	72.9	5	80.0	12	91.7	647	60.2	31	71.0	7	71.4	531	88.1
Orange	454	163.1	173.7	74.6	1	*	4	*	95	56.8	13	61.5	5	80.0	336	80.1
Chapel Hill-Carrboro City	694	168.6	183.4	91.2	1	*	49	100.0	110	63.6	22	54.5	11	90.9	501	98.0
Village Charter**	16	163.9	175.9	73.3	0	*	0	*	7	57.1	0	*	0	*	8	85.7
Person	401	162.6	175.2	76.8	2	*	0	*	138	55.1	4	*	3	*	254	88.2
Randolph	1,222	161.9	176.0	76.5	4	*	7	100.0	61	59.0	43	64.3	3	*	1,104	77.8
Asheboro City	278	163.5	177.0	79.9	0	*	6	83.3	40	57.5	28	71.4	3	*	201	85.6
Rockingham	997	162.5	175.0	78.5	3	*	2	*	227	59.0	18	61.1	6	66.7	741	84.8
Vance	496	159.5	170.1	61.0	2	*	0	*	321	49.4	5	40.0	2	*	166	83.1
Wake	6,760	165.0	178.4	82.8	13	69.2	239	90.0	1,671	59.7	170	57.7	59	78.0	4,607	91.8

Notes [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.

[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 61f. 1999-00 End-of-Grade Multiple-Choice Test Results for LEAs
Grade 8 Reading and Mathematics
Central Region (RAC 6)

	Total				American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested [1]	Reading Mean Scale Score	Mathematics Mean Scale Score	Percent Proficient [2]	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient	Number Tested	Percent Proficient
State	**90,984**	**162.7**	**175.3**	**75.0**	**1,311**	**65.4**	**1,611**	**81.4**	**25,860**	**55.4**	**2,367**	**61.2**	**726**	**74.8**	**59,090**	**84.2**
Exploris**	55	170.5	186.3	94.5	0	*	0	*	6	83.3	2	*	2	*	45	95.6
Magellan**	57	170.8	189.4	100.0	0	*	2	*	6	100.0	0	*	0	*	49	100.0
Sterling Montessori**	11	167.8	177.5	100.0	1	*	0	*	0	*	0	*	0	*	10	100.0
East Wake Academy**	25	164.2	176.3	84.0	1	*	0	*	1	*	2	*	1	*	20	85.0
Sankore School**	27	155.6	163.8	30.8	0	*	0	*	25	25.0	0	*	2	*	0	*
SPARC Academy**	12	152.9	155.8	0.0	0	*	0	*	12	0.0	0	*	0	*	0	*
Quest Academy**	11	169.3	181.4	100.0	0	*	0	*	0	*	0	*	0	*	11	100.0
Warren	236	159.1	170.7	62.0	13	92.3	0	*	170	57.1	3	*	0	*	50	72.0
Wilson	831	161.9	175.2	71.6	3	*	8	87.5	434	58.7	33	66.7	5	80.0	348	87.4

Notes: [1] "Number Tested" is the number of students who took the end-of-grade tests in reading. *Data are not reported where number tested is fewer than five.
[2] The standard for grade-level proficiency is a test score at level III or above in end-of-grade tests in both reading and mathematics.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Descriptions and Sample Questions

for the

North Carolina End-of-Grade Tests

Grades 4 and 8

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 4 assesses the reading strand of the grade 4 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 2 and 3 of the curriculum. Goal 1, the understanding and knowledge of one's reading, is not assessed at this grade level. It was felt that students in this grade level, while exhibiting reading strategies as they read, would not be able to explain the strategies they used. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Reading Comprehension – Grade 4

Goal/ Strand	Description of Goal/Strand
2	The learner will use language for the acquisition, interpretation, and application of information. 2.1 The learner will identify, collect, or select information and ideas. 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. 2.3 The learner will apply, extend, and expand on information and concepts.
3	The learner will use language for critical analysis and evaluation.

How is the test administered?

The end-of-grade reading test for grade 4 consists of 65 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 28,000 students from randomly selected schools across the state. The grade 4 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 4 reading test the scale scores range from 119 to 174 with a mean of 147.1 and a standard deviation of 9.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were initially established based on the first administration of the of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 4

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	119–134
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	135–144
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	145–155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	156–174

To Reach The Promised Land

by Stephen Ray Lilley

Today, public schools in the United States are free and open to everyone. There was a time, however, when going to school was not a simple matter. In the following passage, read about the sacrifices one famous American educator had to make in order to go to school.

Nine-year-old Booker, his sister Amanda, and older brother John stood close to their mother. Excitement filled the air as the Yankee army moved through Virginia in the spring of 1865.

For months Booker had heard his mother praying at night as he drifted off to sleep by the fire: "Lord, let the Yankees win this war, and let them make me and my children free." Now they watched a blue-uniformed soldier standing on the "big house" porch unfold a piece of paper and begin reading.

"All persons held as slaves... henceforward shall be free," he proclaimed.

Life suddenly became very difficult for Booker's family. They had always been owned, like land or livestock. Now free, they had no home, no jobs, no money, only each other. Booker's stepfather worked at a salt furnace near Malden, West Virginia. Putting their belongings in a small cart, the family walked hundreds of miles through the Appalachian Mountains to join him.

In Malden, Booker and John went to work with their stepfather. Work began before daylight and ended after dark. As he shoveled salt into huge wooden barrels, Booker saw children walking to school. "I had the feeling that to get into a schoolhouse and study...would be about the same as getting into paradise," he later said.

But the family needed Booker's income. Booker's stepfather, a tough and practical man, told him attending school was impossible. Knowing how much her son wanted to learn to read, Booker's mother saved every spare penny and bought him a well-used copy of Webster's "Blue-Backed Speller." For weeks he pored over the book, memorizing the alphabet and letter sounds.

Booker convinced his parents he should take lessons at night from a black teacher. Then he told them he wished to attend day school. His stepfather finally accepted the idea, on condition that Booker work at the salt furnace before and after school. Overjoyed, Booker quickly agreed.

Each day Booker faced new obstacles. For a time he worked in a coal mine deep underground in terrifying conditions. Sometimes his candle blew out, and he wandered helplessly in total darkness. Still, he studied at night. Then one day he heard some miners speaking of a school called the Hampton Institute where poor students could work to pay their expenses. "I resolved at once to go to that school, although I had no idea where it was...or how I was going to reach it," he later wrote.

Booker T. Washington became Hampton's most famous graduate and devoted his life to teaching. He taught the first classes at the Tuskegee Institute in Alabama and then built it into one of the most important schools for blacks in the United States. Today, millions of people admire this man who struggled to reach "the promised land."

1. **Why were people astonished and amused when Ooka decided to hear the shopkeeper's complaint?**

   A They knew the student was too poor to pay.

   B They thought that the idea of stolen smells was silly.

   C They didn't like the shopkeeper.

   D They knew that Ooka always avoided small cases.

2. The shopkeeper demonstrates that he is a miser by doing what?

   A cooking only fish every day

   B refusing to pay the magistrate

   C trying to charge the student for smelling his fish

   D getting angry at the magistrate's verdict

3. If the story had ended when Ooka declared the student guilty, the moral of the story would have been which of the following?

   A Taking anything that belongs to someone else is stealing.

   B There are big and little crimes.

   C The punishment should fit the crime.

   D Treat others the way you want to be treated.

4. What is the mood of this story at the end?

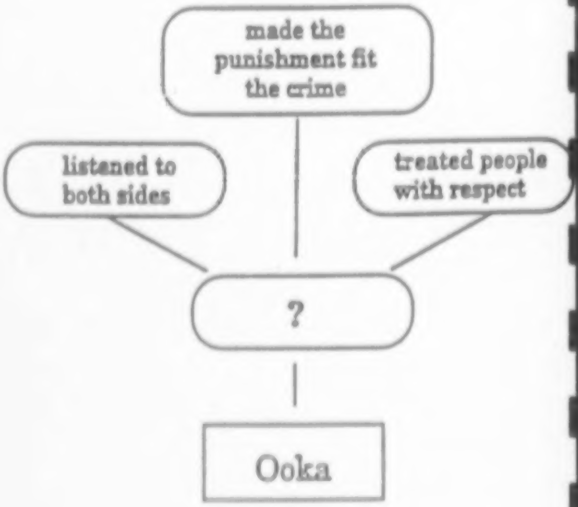
   A serious

   B sad

   C peaceful

   D lighthearted

5. Which word *best* completes this character map?


made the punishment fit the crime
listened to both sides
treated people with respect
?
Ooka

   A honest

   B fair

   C friendly

   D helpful

North Carolina End-of-Grade Tests
Mathematics—Grade 4

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For school, school system, and state accountability, the scores from the prior grade (for example, grade 3 will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 4 assesses the grade 4 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts—computation and applications. The computation part of the test (15% of the test) assesses symbolic computation skills that students should be able to do without the use of a calculator:

- add and subtract whole numbers
- multiply whole numbers (1-digit times 1- to 3-digits and two 2-digit numbers where one is a multiple of 0)
- divide whole numbers (single-digit divisors and no renaming)

The applications part of the test (85% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Mathematics—Grade 4

Goal/ Strand	Description of Goal/Strand	Percentage of Items on Test
1	The learner will identify and use rational numbers.	15%
2	The learner will demonstrate an understanding and use properties and relationships of geometry.	9%
3	The learner will demonstrate an understanding of patterns and relationships.	9%
4	The learner will understand and use standard units of metric and customary measure.	15%
5	The learner will solve problems and reason mathematically.	15%
6	The learner will demonstrate an understanding and use of graphing, probability, and statistics.	9%
7	The learner will compute with rational numbers.	29%

Students are allowed to use calculators and rulers on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as addition).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (12 computation questions and 68 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 12,000 students from randomly selected schools across the state. The grade 4 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 4 mathematics test the scale scores range from 111 to 178 with a mean of 146.1 and a standard deviation of 10.5. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

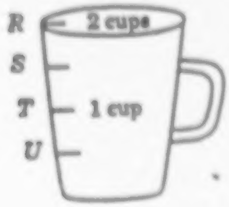
Percentiles were initially established based on the first administration of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Mathematics—Grade 4

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	111-131
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	132-142
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	143-155
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	156-178

1.5 **Which point on the cup marks 1 1/2 cups?**



A *U*

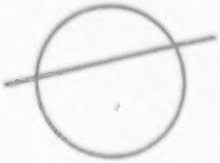
B *T*

C *S*

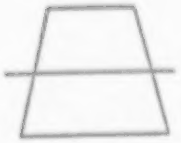
D *R*

2.1 **Which figure shows a line of symmetry?**

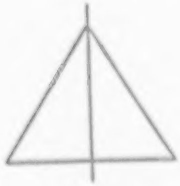
A



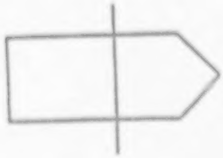
B



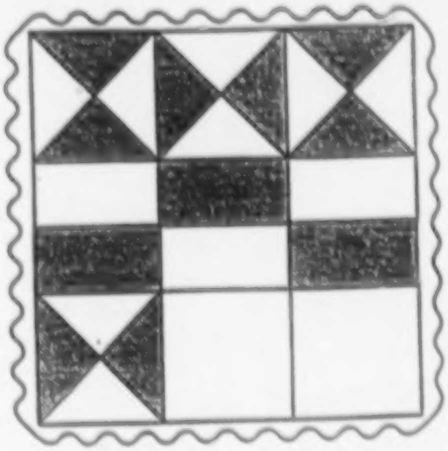
C



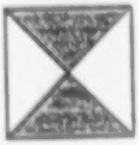
D



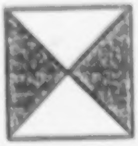
3.1 **Grandma made this quilt for Page to take to camp. How will the next square be colored?**



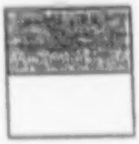
A



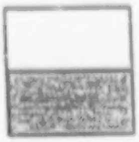
B



C



D



4.8 Which is more than $2.00?

A 7 quarters and 2 nickels

B 4 quarters and 9 dimes

C 6 quarters and 6 dimes

D 4 quarters and 5 dimes

5.6 Sally went to the grocery store. She bought 3 oranges, 4 pineapples, 6 apples, and 5 peaches. The prices of the fruit are given in the square below. How much did Sally spend in all?

Apples	10¢
Oranges	15¢
Peaches	25¢
Pineapples	45¢

A $1.60

B $3.95

C $4.10

D $4.20

7.1 The school library has 8,296 books. The public library has 20,005 books. How many more books does the public library have?

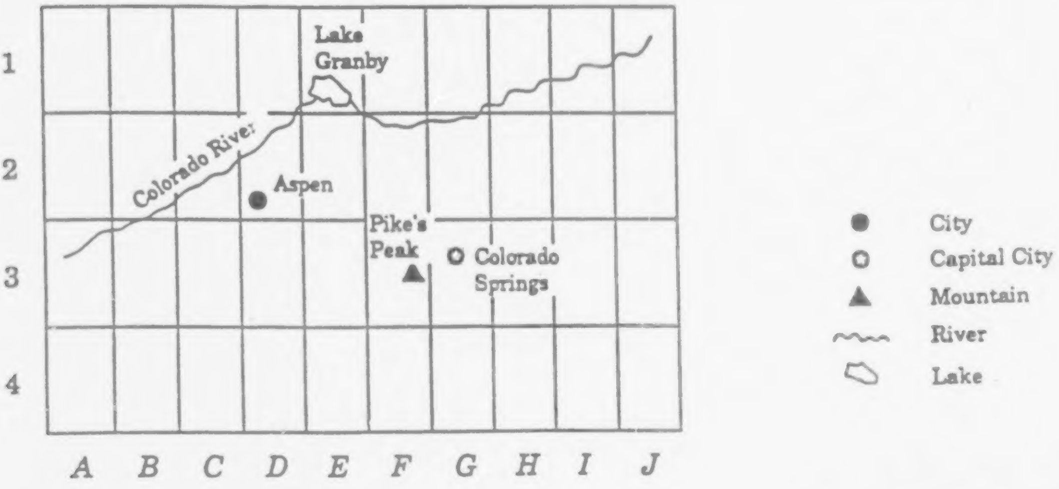
A 11,701

B 11,709

C 12,801

D 28,291

6.6 In what section of the grid can you find the city of Aspen?


Lake Granby
Colorado River
Aspen
Pike's Peak
Colorado Springs
1
2
3
4
A
B
C
D
E
F
G
H
I
J
City
Capital City
Mountain
River
Lake

A E-1

B G-3

C C-3

D D-2

North Carolina End-of-Grade Tests
Reading Comprehension—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade reading test for grade 8 assesses the reading strand of the grade 8 English Language Arts curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The test consists of ten reading passages and from 3 to 8 associated questions. Each student is asked to read four literary passages (for example, narrative fiction, essay, drama, poetry); four content-based passages selected from art, science, health, mathematics, and social studies; and two consumer/human interest passages (for example, recipes, projects, relevant short pieces from popular magazines). The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task.

The associated questions for each passage address goals 1, 2, and 3 of the curriculum. Goal 4, personal response, is not assessed by the reading multiple-choice test. This goal is better assessed with an open-ended format.

Table 1. Descriptive Information for the North Carolina End-of-Grade Test Reading Comprehension—Grade 8

Goal/ Strand	Description of Goal/Strand
1	The learner will use strategies and processes that enhance control of communication skills development.
2	The learner will use language for the acquisition, interpretation, and application of information. 2.1 The learner will identify, collect, or select information and ideas. 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. 2.3 The learner will apply, extend, and expand on information and concepts.
3	The learner will use language for critical analysis and evaluation.

How is the test administered?

The end-of-grade reading test for grade 8 consists of 68 multiple-choice questions administered during a 100-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The passages were selected by curriculum specialists to reflect the variety of reading done by students in and out of school and to be accessible to a majority of students (based on readability analyses). The selected passages were ones that would generally be read by students, would be interesting to the students, and were appropriate content for a reading comprehension test. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 23,000 students from randomly selected schools across the state. The grade 8 reading test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade reading test are reported on a developmental scale which allows the measurement of growth in reading achievement across the grade levels. On the grade 8 reading test the scale scores range from 132 to 187 with a mean of 158.7 and a standard deviation of 8.9. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were initially established based on the first administration of the of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms.

Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test Reading Comprehension—Grade 8

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	132–144
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	145–155
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	156–165
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	166–187

Ooka and the Stolen Smell

You have probably read a story about stolen money or jewelry, but have you ever read of a stolen smell? Read the following passage to learn how a student stole a smell and how he was punished for this crime.

Now it so happened in the days of old Yedo, as Tokyo was once called, that the storytellers told marvelous tales of the wit and wisdom of His Honorable Honor, Ooka Tadasuke.

This famous judge never refused to hear a complaint, even if it seemed strange or unreasonable. People sometimes came to his court with the most unusual cases, but Ooka always agreed to listen. And the strangest case of all was the famous Case of the Stolen Smell.

It all began when a poor student rented a room over a *tempura* shop—a shop where fried food could be bought. The student was a most likeable young man, but the shopkeeper was a miser who suspected everyone of trying to get the better of him. One day he heard the student talking with one of his friends.

"It is sad to be so poor that one can only afford to eat plain rice," the friend complained.

"Oh," said the student, "I have found a very satisfactory answer to the problem. I eat my rice each day while the shopkeeper downstairs fries his fish. The smell comes up, and my humble rice seems to have much more flavor. It is really the smell, you know, that makes things taste so good."

The shopkeeper was furious. To think that someone was enjoying the smell of his fish for nothing! "Thief!" he shouted. "I demand that you pay me for the smells you have stolen."

"A smell is a smell," the young man replied. "Anyone can smell what he wants to. I will pay you nothing!"

Scarlet with rage, the shopkeeper rushed to Ooka's court and charged the student with theft. Of course, everyone laughed at him, for how could anyone steal a smell? Ooka would surely send the man about his business. But to everyone's astonishment, the judge agreed to hear the case.

"Every man is entitled to his hour in court," he explained. "If this man feels strongly enough about his smells to make a complaint, it is only right that I, as city magistrate, should hear the case." He frowned at the amused spectators.

Gravely, Ooka sat on the dais and heard the evidence. Then he delivered his verdict.

"The student is obviously guilty," he said severely. "Taking another person's property is theft, and I cannot see that a smell is different from any other property."

The shopkeeper was delighted, but the student was horrified. He was very poor, and he owed the shopkeeper for three months' smelling. He would surely be thrown into prison.

"How much money have you?" Ooka asked him.

"Only five *mon*, Honorable Honor," the boy replied. "I need that to pay my rent, or I will be thrown out into the street."

"Let me see the money," said the judge.

"The judge listened to the pleasant clink of the money and said to the shopkeeper, "You have now been paid. If you have any other complaints in the future, please bring them to the court. It is our wish that all injustices be punished and all virtue rewarded."

"But, most Honorable Honor," the shopkeeper protested, "I did not get the money! The thief dropped it from one hand to the other. See! I have nothing." He held up his empty hands to show the judge.

Ooka stared at him gravely. "It is the court's judgment that the punishment should fit the crime. I have decided that the price of the *smell* of food shall be the *sound* of money. Justice has prevailed as usual in my court."

"Ooka and the Stolen Smell" by E.G. Edmonds. Copyright 1961.

1. What would be the *best* description of Booker T. Washington's attitude toward attending school?

   A determined

   B hopeless

   C practical

   D anxious

2. Why did Booker's stepfather *not* allow him to attend school?

   A African Americans were not allowed to attend school.

   B There were no schools in the town.

   C The family needed Booker's income to live.

   D A coal miner did not need an education in order to get a job.

3. What might be the *best* reason for recommending this passage to a friend?

   A It quotes Booker T. Washington.

   B It describes working in a coal mine.

   C It sets a good example for other people to follow.

   D It describes the Southern plantations.

4. The information in this passage would be *least* useful in writing a report about what?

   A famous African Americans

   B famous American educators

   C famous American presidents

   D the life of African Americans after the Civil War

5. To Booker, what is "the promised land"?

   A a faraway country

   B a good education

   C a well-paying job

   D a guaranteed place

6. The teacher asked the class, "Why do you think education was so important to Booker that he devoted his life to it?"

   Ann said, "Booker thought that becoming a good educator would make him a famous person. He could then start the Tuskegee Institute."

   Bill said, "Booker thought blacks would never be completely free until they were educated. Education could get them jobs in which they would not have to work so hard with their hands like he did."

   Cathie said, "Booker had to work hard when he was a young boy. He thought school was difficult and others should have to work as hard as he did because it is good for them."

   Dan said, "Booker thought learning to read was important. Therefore, he wanted to teach others to read also."

   Which student gave the *best* answer?

   A Ann

   B Bill

   C Cathie

   D Dan

7. In the third paragraph, what does "henceforward" mean?

   A in front of

   B up until now

   C from now on

   D on the porch

North Carolina End-of-Grade Tests
Mathematics—Grade 8

What is end-of-grade testing and what is its purpose?

The purpose of the end-of-grade tests is twofold: (1) to provide accurate measurement of individual student skills and knowledge specified in the North Carolina *Standard Course of Study* and (2) to provide accurate measurement of the knowledge and skills attained by groups of students for school, school system, and state accountability. All students in grades 3 through 8 take reading comprehension and mathematics tests at the end of the school year. Beginning in the fall of 1996, students in grade 3 will also take a reading comprehension and mathematics pretest.

For student accountability, the grade 8 end-of-grade tests are used as a way for students to demonstrate that they have the knowledge and skills necessary to meet the competency requirement for high school graduation. For school, school system, and state accountability, the scores from the prior grade (for example, grade 7) will be used as an estimate of a student's entering level of knowledge and skills to determine the amount of growth during the school year (difference between the two sets of test scores).

What is measured by the test?

The end-of-grade mathematics test for grade 8 assesses the grade 8 mathematics curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The test consists of two parts – computation and applications. The computation part of the test (10% of the test) assesses skills that students should be able to do without the use of a calculator:

- computation within a context with decimals and percents
- computation estimation with fractions and decimals
- estimation within a context
- order of operations

Table 1. Descriptive Information for the North Carolina End-of-Grade Test of Mathematics – Grade 8

Goal/ Strand	Description of Goal/Strand	Percentage of Items on Test
1	The learner will demonstrate an understanding and use of real numbers.	14%
2	The learner will demonstrate an understanding and use of properties and relationships of geometry.	10%
3	The learner will demonstrate an understanding of pre-algebra.	17.5%
4	The learner will demonstrate an understanding and use of measurement.	10%
5	The learner will solve problems and reason mathematically.	15%
6	The learner will demonstrate an understanding and use of probability and statistics.	12.5%
7	The learner will compute with real numbers.	21%
	Computation	10%
	Applications	90%

The applications part of the test (90% of the test) assesses the students ability to solve problems and understand and explain concepts across the seven stands of the curriculum. Students are allowed to use scientific calculators, rulers, and protractors on the applications part of the test. The difference between the two parts of the test is the emphasis on problem solving in the applications part (regardless of method to solve the problem) versus the computation part where the whole purpose is to assess a specific procedure (such as estimation).

How is the test administered?

The end-of-grade mathematics test consists of 80 multiple-choice questions (8 computation questions and 72 applications questions) administered during a 97-minute block within the last three weeks of school. Three equivalent forms are administered in each classroom to provide information for curriculum evaluation and planning. The tests are scanned and scored locally.

How was the test developed?

The questions were written and reviewed by North Carolina teachers and educators during the 1990-91 and 1991-92 school years. The questions were field tested in May of 1992. The field test involved approximately 14,000 students from randomly selected schools across the state. The grade 8 mathematics test was implemented statewide for the first time in the spring of 1993.

What kinds of scores do students receive on the test?

The scores on the end-of-grade mathematics test are reported on a developmental scale which allows the measurement of growth in mathematics achievement across the grade levels. On the grade 8 mathematics test the scale scores range from 137 to 208 with a mean of 168.3 (in 1993) and a standard deviation of 10.6. The standard error of measurement for individual scores on the test is about 2 to 5 points. The use of scale scores helps make interpretations easier and more consistent from test to test.

Percentiles were initially established based on the first administration of the of the test statewide in 1993. Percentiles were reestablished using student scores from the 1998-99 test administration. Student scores generated in 2000-01 will reflect the 1999 state norms. Achievement levels (descriptors of performance) were established from teacher judgements during the 1992 field tests and from the student scores on the 1993 administration of the test.

Table 2. Achievement Levels for the North Carolina End-of-Grade Test of Mathematics—Grade 8

Level	Description	Range of Scores (93)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at the next grade level.	137–154
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in this subject are and are minimally prepared to be successful at the next grade level.	155–164
III	Students performing at this level consistently demonstrate mastery of grade level subject matter and skills and are well prepared for the next grade level.	165–177
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	178–208

Mathematics Computation

1. Solve: $(2 + 1)^3 + (6 - 4)^2$

   A 13

   B 31

   C 39

   D 55

2. Bert bought a T-shirt that was reduced 25%. If the original price of the T-shirt was $15, how much should Bert pay for the T-shirt including 6% sales tax?

   A $3.98

   B $11.85

   C $11.93

   D $13.10

3. Carrie bought a computer for $789.99, a disc drive for $219.95 and a printer for $312.95. What is the *best* estimate of the amount she paid altogether?

   A $1,200

   B $1,300

   C $1,450

   D $1,600

Mathematics Applications

4. Sue's bedroom is 14 ft × 12 ft. The ceiling is 8 ft high. If a can of paint will cover 200 square feet, how many cans will be needed to paint the walls and the ceiling?

   A 2

   B 3

   C 6

   D 7

5. A photograph measures 1.3 cm wide and 2 cm long. An enlargement similar to the original photograph has a length of 5.4 cm. What is the width of the enlargement?

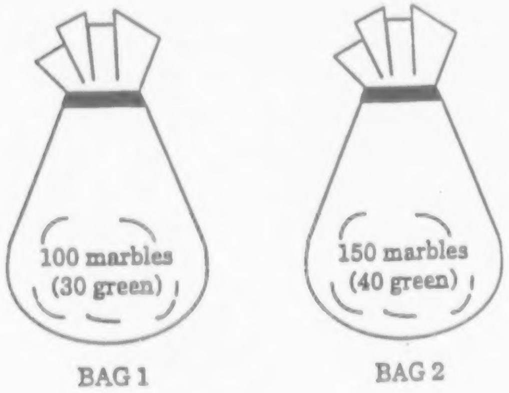
   A 8.31 cm

   B 3.51 cm

   C 2.08 cm

   D 0.48 cm

6. **What is the probability of reaching into a bag without looking and pulling out a green marble?**



A greater for Bag 1 than Bag 2

B greater for Bag 2 than Bag 1

C the same for both bags

D cannot be determined from the information given

7. Pentagonal numbers follow this pattern:

Term	Number
1	5
2	12
3	22
4	35

What is the seventh pentagonal number?

A 57

B 62

C 74

D 92

8. One dose of Tasty Cough Syrup is 2.5 cm³. What is the largest number of doses which can be given from a 65.2 cm³ bottle of Tasty Cough Syrup?

A 24 doses

B 25 doses

C 26 doses

D 27 doses

9. One way to earn money during the summer is to grow and sell vegetables. One person can easily take care of a vegetable bed that measures six feet by eight feet. If the bed needs to be six inches deep, how much topsoil will be needed to fill the bed?

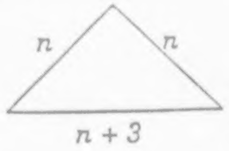
A 24.0 cubic feet

B 28.8 cubic feet

C 48.0 cubic feet

D 288 cubic feet

10. If the perimeter is 39, what are the lengths of the sides of the following isosceles triangle?



A 12, 12, 15

B 13, 13, 13

C 11, 14, 14

D 9, 15, 15

High School Comprehensive Results

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Table 1. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Statewide Summary
Reading and Mathematics

	Reading		Mathematics	
	Number Tested	Percent Students at Achievement Levels III, IV	Number Tested	Percent Students at Achievement Levels III, IV
	Mean Scale Score	Percent Students at Achievement Level I	Mean Scale Score	Percent Students at Achievement Level I
1997-98	73,976	55.6%	73,635	54.9%
	163.3	11.9%	174.3	14.9%
Standard Deviation	10.2		13.5	
1998-99	75,660	61.1%	75,527	61.4%
	164.8	8.8%	176.3	11.8%
Standard Deviation	9.8		13.6	
1999-00	77,360	61.7%	77,096	64.7%
	164.9	8.8%	177.5	10.5%
Standard Deviation	9.8		13.8	

Note Data received from LEAs after September 14, 2000 are not included in this table

Table 2. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Reading

Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	11.9	7.0	17.0	19.1	9.9	19.1	15.1	8.1	8.8
	1999	8.8	5.4	12.2	15.0	9.6	15.7	12.7	6.8	5.7
	2000	8.8	5.5	12.3	17.6	10.6	16.0	12.0	6.6	5.6
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1998	32.5	31.1	34.0	41.8	30.5	46.1	39.9	26.4	26.7
	1999	30.2	28.8	31.5	42.2	30.3	45.9	38.8	27.4	23.2
	2000	29.4	27.7	31.2	40.3	31.4	44.6	39.4	22.8	22.8
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1998	41.0	45.5	36.4	34.2	40.2	31.0	36.6	43.8	45.4
	1999	45.2	48.6	41.7	37.8	40.3	34.6	39.8	45.6	50.0
	2000	45.4	48.9	41.8	36.4	40.4	35.5	40.3	51.5	49.8
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1998	14.6	16.4	12.6	4.9	19.4	3.7	8.4	21.7	19.1
	1999	15.9	17.3	14.6	5.0	19.9	3.8	8.8	20.3	21.1
	2000	16.4	17.9	14.8	5.7	17.5	3.8	8.3	19.2	21.8

High School Comprehensive Test Achievement Level Ranges - Reading

Level I	Level II	Level III	Level IV
132-150	151-162	163-174	175-201

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 3. 1997-98 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at Each Achievement Level by Gender and Ethnicity
Mathematics

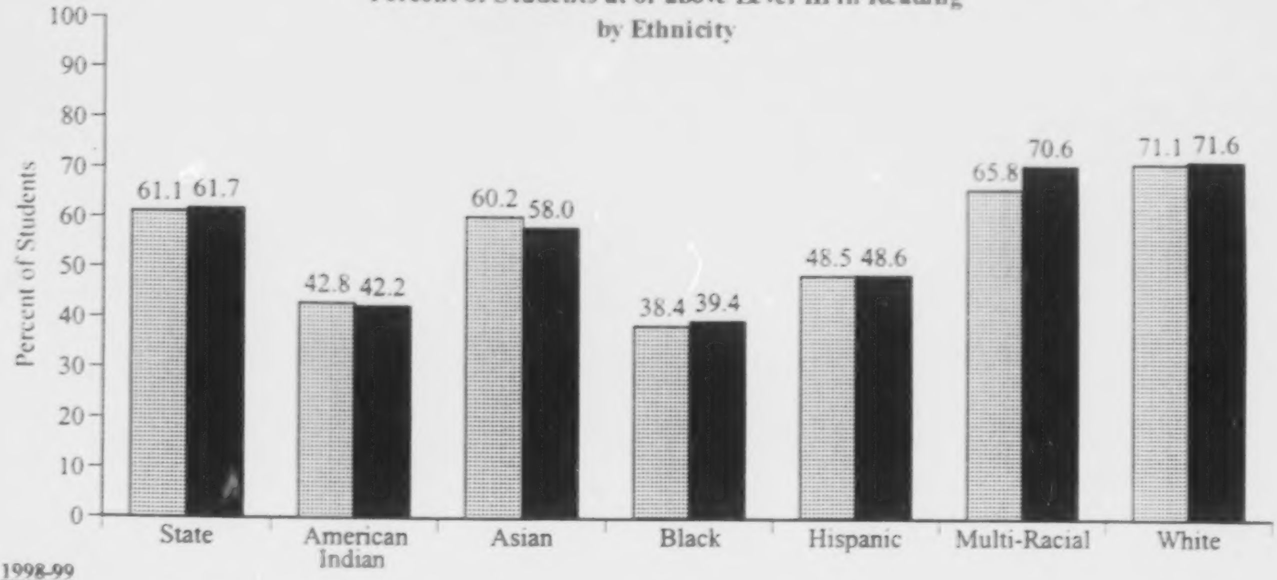
Achievement Levels		All Students	Female	Male	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Level I Students performing at Achievement Level I do not have sufficient mastery of knowledge and skills in the subject area to be successful at the next grade level.	1998	14.9	12.8	17.1	24.2	7.8	26.2	18.3	15.7	10.2
	1999	11.8	10.6	12.9	16.7	8.1	22.9	15.2	11.6	7.1
	2000	10.5	9.2	11.9	18.7	7.4	20.6	14.7	10.3	6.3
Level II Students performing at Achievement Level II demonstrate inconsistent mastery of knowledge and skills in the subject area and are minimally prepared to be successful at the next grade level.	1998	30.2	30.1	30.3	41.2	18.8	42.0	37.8	25.7	25.3
	1999	26.8	26.9	26.7	38.4	21.2	40.3	34.6	27.9	21.0
	2000	24.8	24.6	25.0	36.3	19.2	38.6	31.7	23.7	19.0
Level III Students performing at Achievement Level III consistently demonstrate mastery of the grade level subject matter and skills and are well-prepared for the next grade level.	1998	38.8	41.6	35.9	29.9	38.5	28.6	35.9	36.4	43.3
	1999	42	43.9	39.9	38.6	35.6	32.5	39.5	39.9	46.2
	2000	42.6	45.0	40.2	37.3	39.7	35.1	43.2	44.8	45.8
Level IV Students performing at Achievement Level IV consistently perform in a superior manner clearly beyond that required to be proficient at grade level work.	1998	16.0	15.5	16.6	4.8	34.9	3.2	8.0	22.1	21.2
	1999	19.4	18.5	20.5	6.2	35.1	4.3	10.7	20.7	25.7
	2000	22.1	21.3	22.9	7.7	33.7	5.8	10.3	21.2	28.9

High School Comprehensive Test Achievement Level Ranges - Mathematics

Level I	Level II	Level III	Level IV
141-159	160-171	172-188	189-226

Notes: Percents are rounded to the nearest tenth. Due to rounding, data may not add to 100%.
Data received from LEAs after September 14, 2000 are not included in this table.

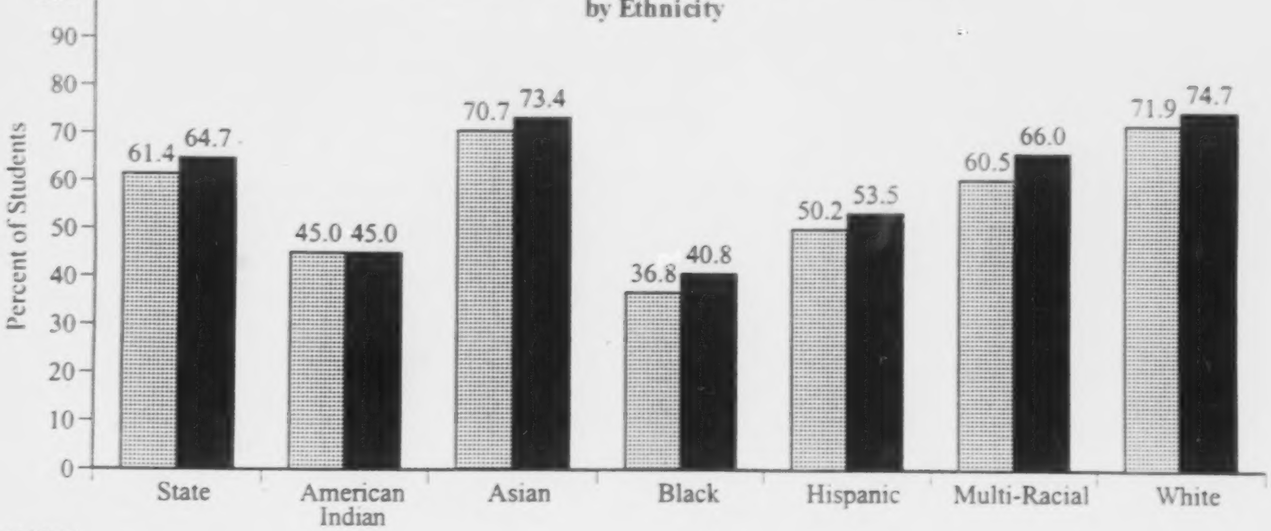
Figure 1. 1998-99 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or above Level III in Reading
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	75,660	1,028	1,413	20,811	1,411	474	50,186
N Level III, IV	46,216	440	850	7,994	685	312	35,690
1999-00							
N Tested	77,360	1,083	1,591	20,794	1,669	606	51,502
N Level III, IV	47,756	457	922	8,184	811	428	36,873

▨ 1998-99 ■ 1999-00

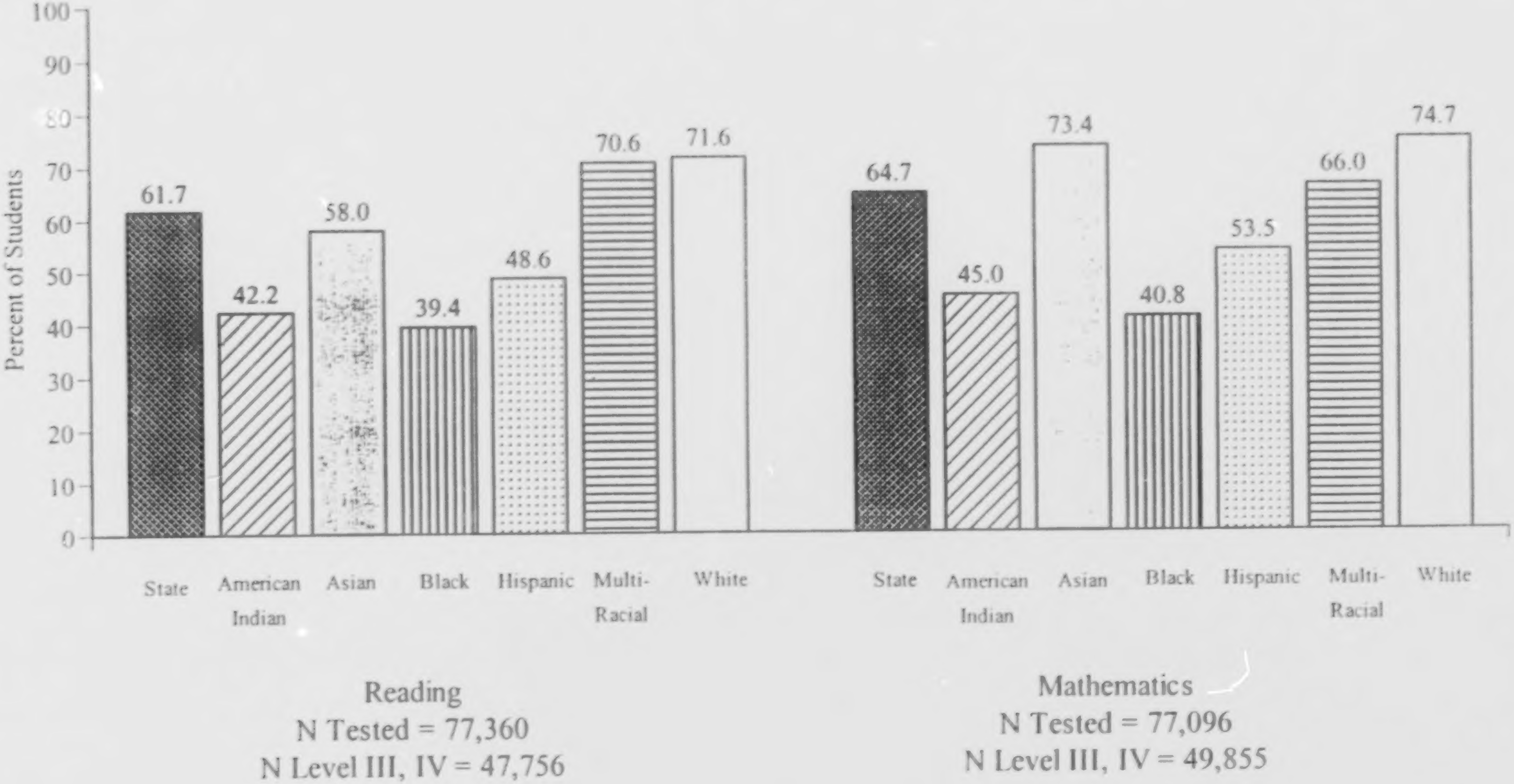
Figure 2. 1998-99 to 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or above Level III in Mathematics
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	75,322	1,010	1,412	20,724	1,408	483	49,074
N Level III, IV	46,256	454	998	7,631	707	292	31,637
1999-00							
N Tested	77,096	1,075	1,590	20,666	1,657	594	51,396
N Level III, IV	49,855	484	1,167	8,438	887	392	38,409

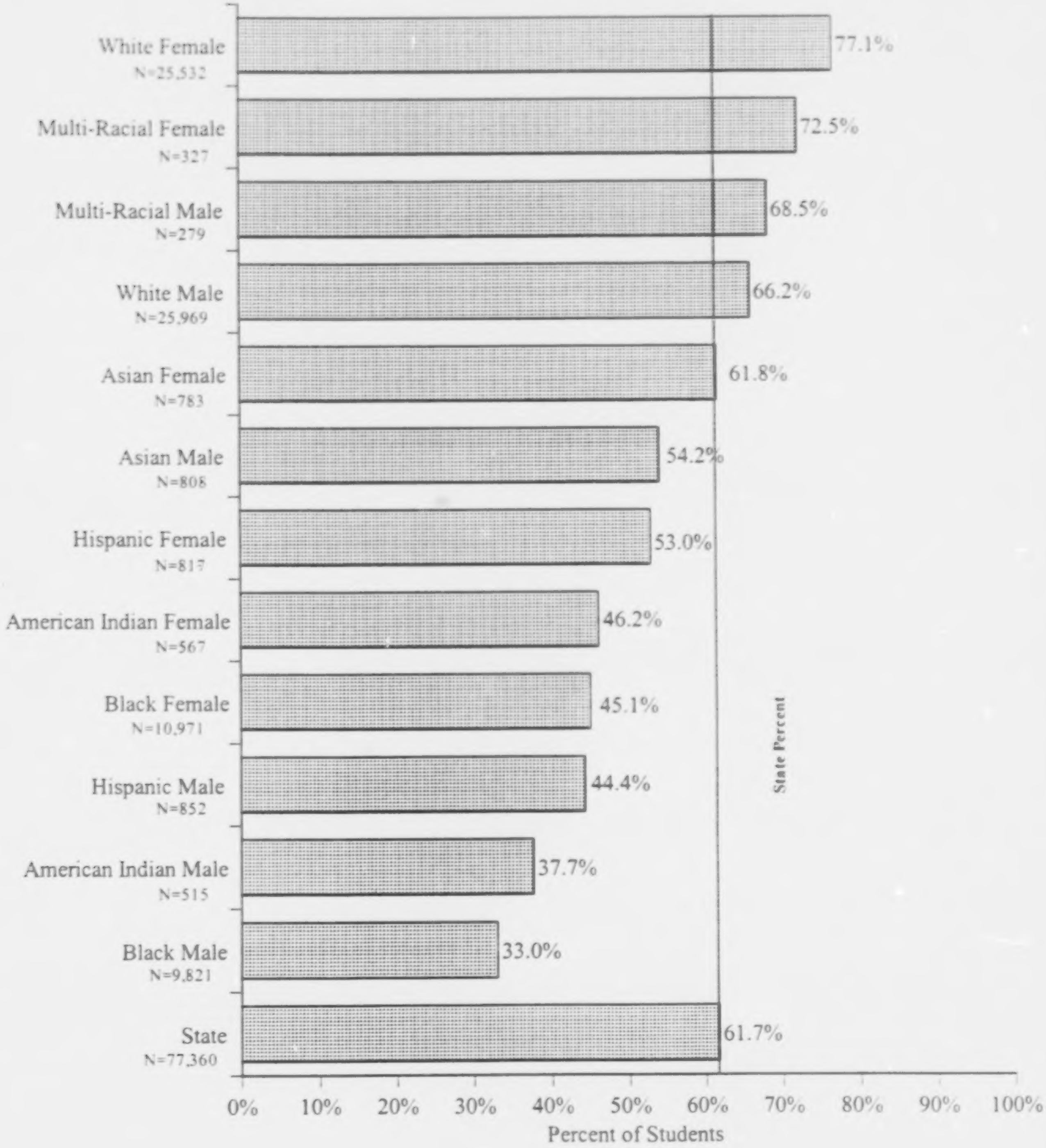
Notes: "N Tested" and "N Level III, IV" for the ethnicity and gender categories do no sum to the "N Tested" and "N Level III, IV" for the state because some students did not report their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after September 14, 2000 are not included in these figures.

Figure 3. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Reading and Mathematics
by Ethnicity



Note: Data received from LEAs after September 14, 2000 are not included in this figure.

**Figure 4. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Reading
by Gender and Ethnicity**



Note: Data received from LEAs after September 14, 2000 are not included in this figure

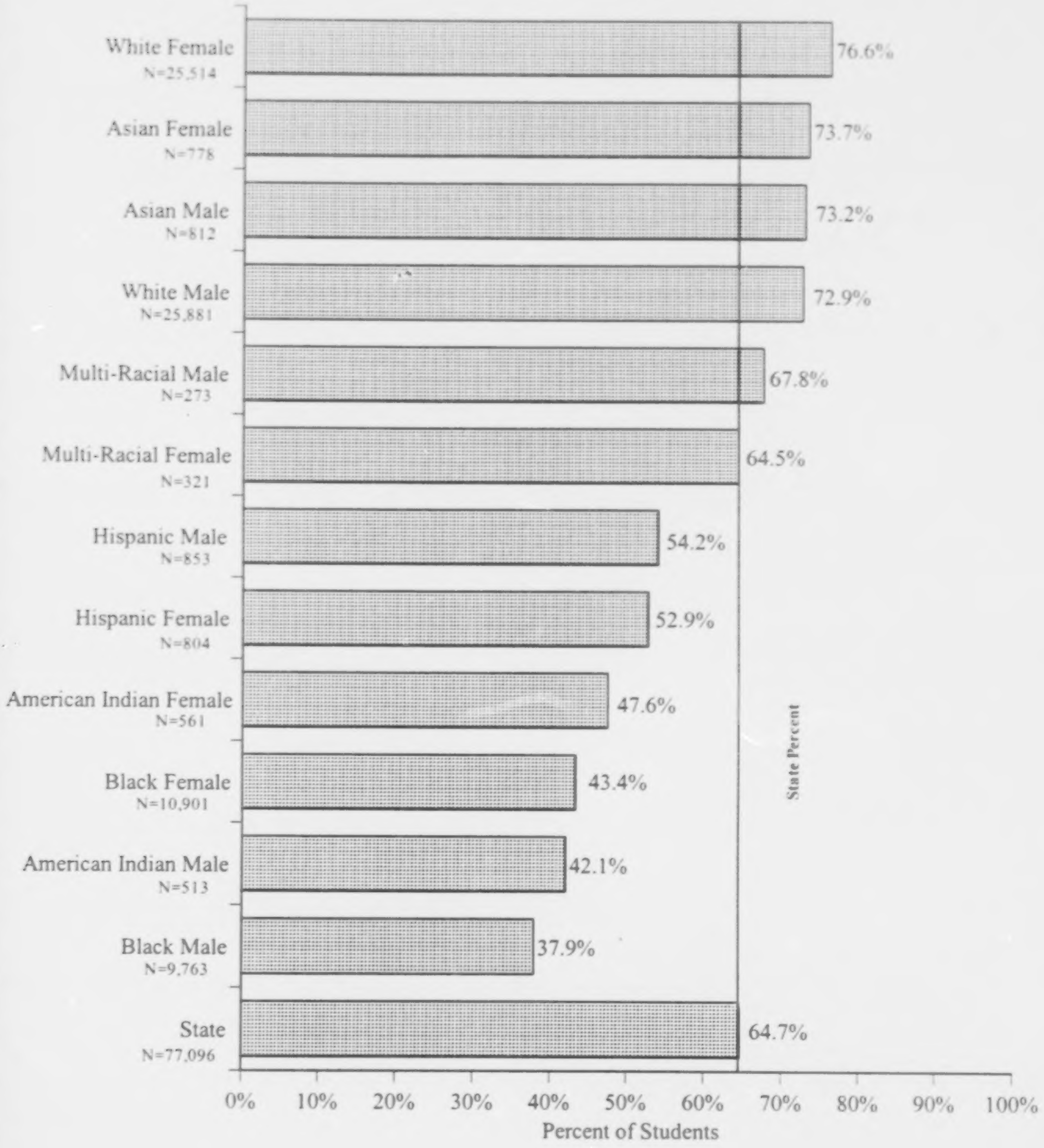
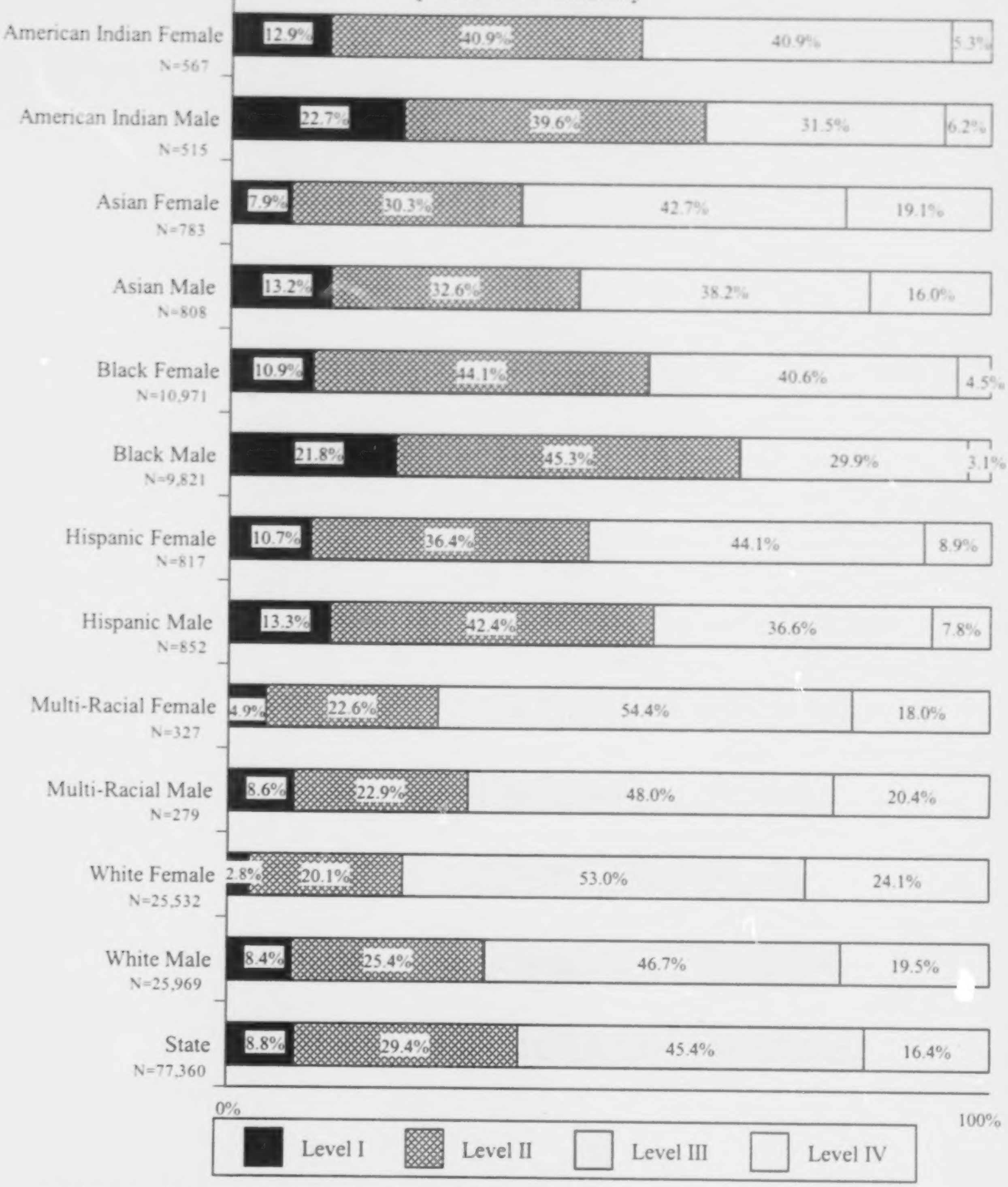


**Figure 5. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Percent of Students at or Above Level III in Mathematics
by Gender and Ethnicity**

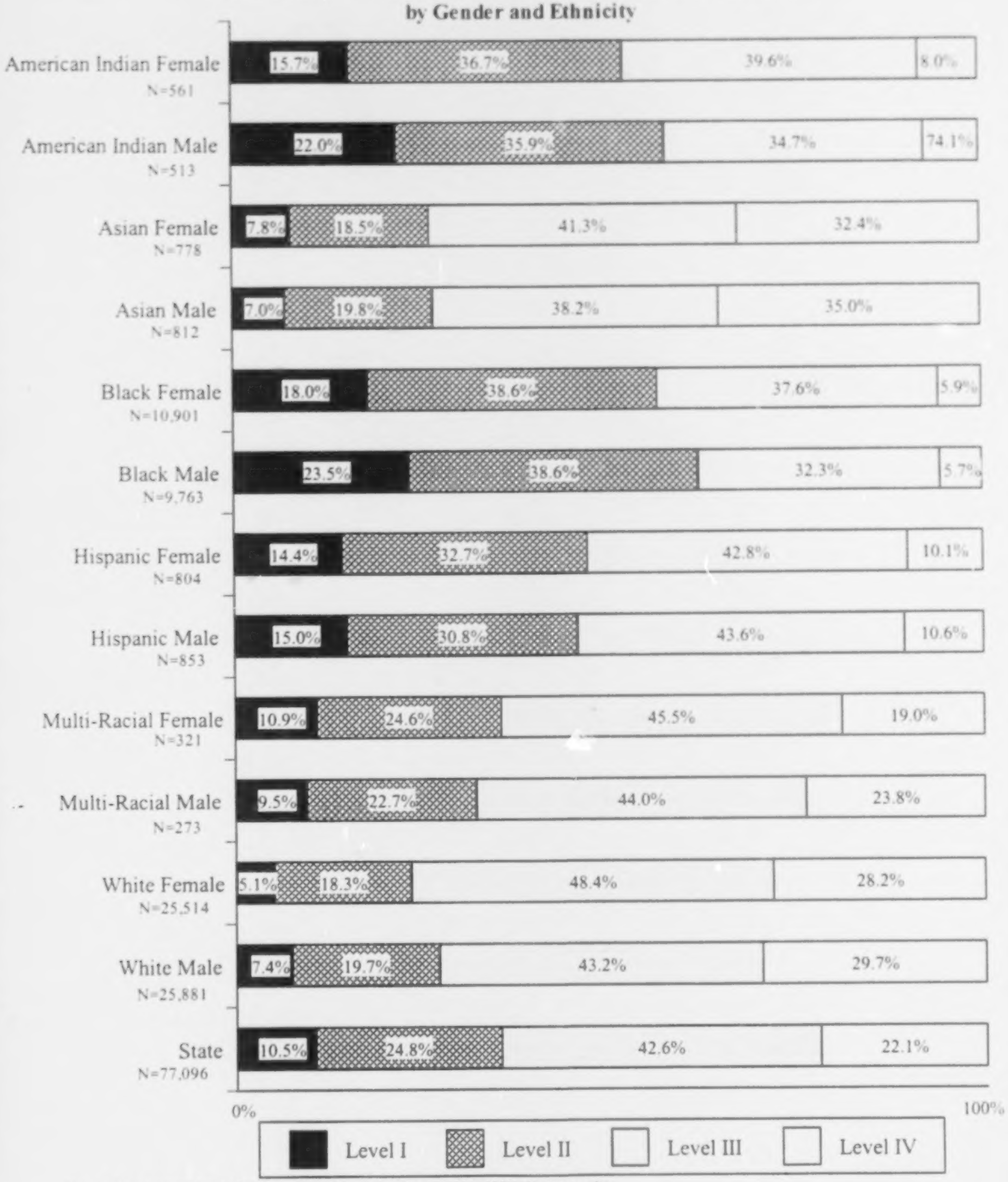
Note: Data received from LEAs after September 14, 2000 are not included in this figure

Figure 6. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results Percent of Students at Each Achievement Level in Reading by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after September 14, 2000 are not included in this figure.

Figure 7. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results Percent of Students at Each Achievement Level in Mathematics by Gender and Ethnicity



Notes: Achievement levels for each ethnic category may not add to 100% due to rounding.
Data received from LEAs after September 14, 2000 are not included in this figure.

Table 4. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient and Title I Students

Category	Number Tested	Percent[1]	Percent at or above Level III Reading[2]	Percent at or above Level III Mathematics[2]	Average Scale Score Reading	Average Scale Score Mathematics
All Students	77,360	100.0	61.7	64.7	164.9	177.5
Not Exceptional	64,139	83.1	61.2	64.2	164.6	176.6
Academically Gifted	7,465	9.7	96.8	97.6	175.4	193.9
Students with Disabilities	6,009	7.8	21.3	26.2	155.0	165.6
Behaviorally-Emotionally Handicapped	404	0.5	16.3	15.0	152.9	161.4
Hearing Impaired	72	0.1	27.8	31.9	156.9	167.0
Educable Mentally Handicapped	690	0.9	2.3	2.6	149.1	158.0
Specific Learning Disabled	3,616	4.7	22.8	29.7	155.6	166.9
Speech-Language Impaired	70	0.1	27.1	31.0	156.6	167.6
Visually Impaired	52	0.1	53.8	46.2	162.6	172.3
Other Health Impaired	531	0.7	33.5	36.1	158.2	168.7
Orthopedically Impaired	39	0.1	46.2	36.1	162.3	168.8
Traumatic Brain injured	18	0.0	*	*	*	*
Other Exceptional Classifications	88	0.1	34.1	43.0	158.4	171.0
Section 504	429	0.6	45.0	48.6	161.6	173.0
Limited English Proficient	585	0.8	24.6	40.7	155.9	170.0
Not Served by Title I	74,324	96.1	62.4	65.3	165.1	177.7
Schoolwide Title I Program	1,779	2.3	43.9	45.8	160.9	171.5
Targeted Assistance	73	0.1	31.5	29.6	157.0	166.3
Migrant	169	0.2	36.7	54.1	160.2	173.3

Notes: *No scores are reported for groups with fewer than thirty students.

[1] Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

[2] The standard for grade-level proficiency is a test score at Level III or above on end-of-grade tests in reading and mathematics.

The "All Students" and "Not Exceptional" categories are shown for the purpose of comparison.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified as exceptional.

All data are rounded to the nearest tenth, therefore exceptional categories may not sum to 100%.

"Number Tested" is the number of students who took the end-of-grade test in reading.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 5. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Performance of Students Using Accommodations

Category	Number Tested	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	77,360	100.0	61.7	64.7	164.9	177.5
Braille Edition	7	0.1	*	*	*	*
Large Print	36	0.4	58.3	55.6	162.8	174.3
Assistive Technology	8	0.1	*	*	*	*
Braille Writer	7	0.1	*	*	*	*
Cranmer Abacus	3	0.0	*	*	*	*
Dictation to Scribe	17	0.2	*	*	*	*
Interpreter Signs Test***	14	0.1	*	*	*	*
Magnification Devices	5	0.1	*	*	*	*
Student Marks in Test Book	679	7.0	17.5	24.0	154.1	164.9
Test Administrator Reads Test Aloud***	1,416	14.8	8.1	17.8	151.6	163.1
Use of Typewriter or Word Processor	6	0.1	*	*	*	*
Hospital/Home Testing	23	0.2	*	*	*	*
Multiple Test Sessions	335	3.5	11.9	17.9	153.1	163.3
Scheduled Extended Time	3,725	38.7	21.7	27.8	155.1	166.1
Testing in a Separate Room	3,181	33.1	16.2	22.1	153.6	164.4
English/Native Language Dictionary/Electronic Translator	149	1.6	20.1	37.4	156.0	170.6
One Test Item per Page	2	0.0	*	*	*	*

Notes: *No scores are reported for groups with fewer than thirty students

Accommodations reported may have been implemented only for reading, only for mathematics, or for both portions of the test

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

"Number tested" is the number of students who took the High School Comprehensive test in reading

***The Interpreter Signs Test and Test Administator Reads Test Aloud accommodations are prohibited from use during the administation of tests that measure reading skills

Data received after September 14, 2000 are not included in this table

Table 6. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Numbers of Excluded Students

Category	Total Excluded	LEP 1st Year	LEP 2nd Year	LEP* > 2 Years	By IEP Committee	Under Section 504	Temporary Disability	Other Exemption
Behaviorally-Emotionally Handicapped	74	13	0	0	73	1	0	0
Hearing Impaired	7	9	0	0	7	0	0	0
Educable Mentally Handicapped	854	50	1	0	852	1	0	0
Specific Learning Disabled	163	4	1	0	160	1	0	1
Speech-Language Impaired	3	4	0	0	3	0	0	0
Visually Impaired	2	4	0	0	2	0	0	0
Other Health Impaired	54	9	0	0	53	0	1	0
Orthopedically Impaired	8	16	0	0	7	0	0	1
Traumatic Brain Injured	8	31	0	0	8	0	0	0
Other Exceptional Classifications	334	74	5	2	320	4	1	2
Section 504	18	5	0	1	0	17	0	0
Limited English Proficient	218	28	144	74	0	0	0	0
Total	**1,830**	**245**	**151**	**77**	**1,485**	**24**	**2**	**4**

Notes: *Limited English proficient students may not participate in a secure state test administration for up to 24 months from the date of initial enrollment in the LEA, depending on their level of English proficiency.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 7. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Characteristics and Performance

	N	Percent	Percent at or above Level III Reading	Percent at or above Level III Mathematics	Average Scale Score Reading	Average Scale Score Mathematics
All Students	77,360	100.0	61.7	64.7	164.9	177.5
Gender						
Male	38,308	49.5	56.6	63.1	163.7	177.4
Female	39,048	50.5	66.8	66.2	166.2	177.7
Ethnic Group						
American Indian	1,083	1.4	42.2	45.0	160.2	170.7
Asian	1,591	2.0	58.0	73.4	164.5	182.3
Black	20,794	26.9	39.4	40.8	159.9	169.6
Hispanic	1,669	2.2	48.6	53.5	161.9	172.9
Multi-Racial	606	0.8	70.6	66.0	166.5	177.7
White	51,502	66.6	71.6	74.7	167.2	180.8
Other	113	0.1	70.8	67.2	167.1	179.3
Courses Taken*						
Pre-Algebra	41,060	53.1	69.3	71.3	166.8	180.0
Algebra IA	26,794	34.7	50.7	52.9	162.4	173.0
Algebra I or IB	53,932	69.8	68.8	72.1	166.6	179.8
Technical Math	4,462	5.8	50.7	55.0	162.4	173.9
Geometry	43,353	56.1	79.9	85.0	169.0	183.8
Algebra II	21,353	27.6	90.9	95.4	172.5	191.0
Advanced Math	2,440	3.2	92.0	94.1	174.8	197.8
Parental Education						
Did not finish high school	4,832	6.4	34.6	40.3	158.7	169.3
High school graduate	19,813	26.4	47.1	52.0	161.5	172.8
After high school education	6,334	8.4	64.3	65.2	165.1	176.9
Trade or business school	2,861	3.8	58.3	59.5	163.8	175.3
Community college	13,775	18.4	64.1	66.8	165.0	177.0
Four year college	18,838	25.1	73.7	75.9	167.7	181.6
Graduate school	8,746	11.6	84.4	85.4	171.5	187.4
Hours of Homework (per week)						
None assigned	1,342	1.7	26.5	28.7	155.8	166.5
1 hour or less	17,389	22.8	46.6	51.1	161.4	172.7
1 to 3 hours	33,463	43.8	60.4	63.2	164.5	176.3
More than 3, less than 5 hours	11,844	15.5	77.4	79.2	168.6	182.6
Between 5-10 hours	7,900	10.3	84.8	86.5	171.0	186.5
More than 10 hours	2,154	2.8	86.3	88.6	172.3	190.2
Assigned but not done	2,323	3.0	45.1	49.4	160.5	172.8
Days Absent (so far this year)						
0-7 days	54,044	70.5	66.9	70.7	166.2	179.6
8-14 days	15,256	19.9	53.8	55.0	163.0	174.0
15-21 days	4,556	5.9	44.6	46.0	160.7	171.0
More than 21 days	2,852	3.7	37.8	36.7	159.0	168.5

Notes: "N" is the number of students who took the High School Comprehensive test in reading.
Data received from LEAs after September 14, 2000 are not included in this table.
*Students may identify more than one "Courses Taken", therefore, N will be greater than "All Students" and "Percent" will sum greater than 100.

Table 8. 1999-00 North Carolina High School Comprehensive Test
Goal Summary Report

	Developmental Score Mean	Number of Observations*	# of Items	Percent Correct**
READING (Average of Averages)	164.8	75,498	71	
GOAL 1: Use strategies and processes that enhance control of communications skills development.			18	64.6
GOAL 2: Use language for the acquisition, interpretation, and application of information.			163	55.5
OBJ 2.1: Identify, collect, or select information and ideas.			54	59.4
OBJ 2.2: Analyze, synthesize, and organize information and ideas and discover related ideas, concepts, or generalizations.			72	53.2
OBJ 2.3: Apply, extend, and expand on information and concepts.			37	54.2
GOAL 3: Use language for critical analysis and evaluation.			32	59.5
OBJ 3.1: Assess the validity and accuracy of information and ideas.			4	
OBJ 3.2: Determine the value of information and ideas.			13	67.0
OBJ 3.3: Develop criteria and evaluate the quality, relevance, and importance of the information and ideas.			15	53.3
MATHEMATICS (Average of Averages)	176.3	75,365	70	
GOAL 1: Numerical Relationships			21	58.4
OBJ 1.1: Perform operations with real numbers.			3	
OBJ 1.2: Solve problems involving number theory.			9	60.2
OBJ 1.3: Solve problems using ratios, proportions, and percents.			9	49.8
GOAL 2: Growth and Measurement			63	44.6
OBJ 2.1: Geometric problems using two and three-dimensional shapes.			18	51.3
OBJ 2.2: Solve problems using properties of angles, lines, and planes.			9	55.8
OBJ 2.3: Solve problems using perimeter, area, and volume formulas.			15	32.6
OBJ 2.4: Solve problems using right triangle relationships.			12	38.6
OBJ 2.5: Transform polygons in the coordinate plane.			9	47.9
GOAL 3: Algebraic Concepts			72	48.7
OBJ 3.1: Use the language of algebra and formulas to solve problems.			13	55.2
OBJ 3.2: Demonstrate an understanding of relations and functions.			12	54.5
OBJ 3.3: Graph and use linear equations and inequalities.			14	47.7
OBJ 3.4: Solve problems that involve nonlinear equations.			14	43.4
OBJ 3.5: Use an appropriate method to solve problems involving systems of equations and inequalities.			14	39.4
OBJ 3.6: Perform operations with polynomials.			5	61.1
GOAL 4: Data Analysis			54	43.7
OBJ 4.1: Solve real world problems using statistics.			23	55.5
OBJ 4.2: Solve real world problems using probability.			21	37.7
OBJ 4.3: Fit a line or curve to a set of data.			10	29.5

NUMBER OF STUDENTS TAKING FORM	A	B	C
	25,242	25,136	25,120

Notes: * "Number of Observations" includes students who attempted at least one item on the test.

** "Percent Correct" is the number of correct responses to an item divided by the number of students who took that item summed over all items for a goal or objective divided by the number of items for that goal or objective.

Data received from LEAs after July 25, 2000 are not included in this table.

Table 9. 1999-00 North Carolina High School Comprehensive Test Distribution of Scale Scores - Reading

NUMBER OF STUDENTS WITH VALID SCORES*	77,360
MEAN	164.9
STANDARD DEVIATION	9.8

HIGH SCORE	198
LOW SCORE	132

1998 STATE PERCENTILES	SCALE SCORE
90	177.3
75	171.9
50 (Median)	165.4
25	158.4
10	151.3

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILES
198	3	77360	0.00	100.00	99
197	3	77357	0.00	100.00	99
195	4	77354	0.01	99.99	99
194	12	77350	0.02	99.99	99
193	8	77338	0.01	99.97	99
192	22	77330	0.03	99.96	99
191	19	77308	0.02	99.93	99
190	73	77289	0.09	99.91	99
189	75	77216	0.10	99.81	99
188	97	77141	0.13	99.72	99
187	204	77044	0.26	99.59	99
186	194	76840	0.25	99.33	99
185	116	76646	0.15	99.08	99
184	475	76530	0.61	98.93	99
183	637	76055	0.82	98.31	98
182	800	75418	1.03	97.49	98
181	896	74618	1.16	96.46	97
180	1048	73722	1.35	95.30	96
179	1256	72674	1.62	93.94	95
178	1310	71418	1.69	92.32	93
177	1964	70108	2.54	90.63	91
176	1675	68144	2.17	88.09	89
175	1759	66469	2.27	85.92	87
174	2492	64710	3.22	83.65	84
173	2586	62218	3.34	80.43	82
172	2761	59632	3.57	77.08	79
171	2788	56871	3.60	73.51	76
170	2870	54083	3.71	69.91	73
169	2951	51213	3.81	66.20	69
168	3860	48262	4.99	62.39	66
167	2943	44402	3.80	57.40	62
166	2247	41459	2.90	53.59	58
165	4598	39212	5.94	50.69	55
164	2247	34614	2.90	44.74	51
163	2763	32367	3.57	41.84	47
162	2109	29604	2.73	38.27	43
161	4146	27495	5.36	35.54	40
160	1997	23349	2.58	30.18	36
159	1874	21352	2.42	27.60	32
158	2342	19478	3.03	25.18	30
157	2262	17136	2.92	22.15	27
156	1555	14874	2.01	19.23	24
155	1946	13319	2.52	17.22	22
154	1317	11373	1.70	14.70	19
153	839	10056	1.08	13.00	17
152	1263	9217	1.63	11.91	15
151	1115	7954	1.44	10.28	13
150	1048	6839	1.35	8.84	11
149	1009	5791	1.30	7.49	9
148	872	4782	1.13	6.18	8
147	831	3910	1.07	5.05	7
146	499	3079	0.65	3.98	6
145	464	2580	0.60	3.34	5
144	542	2116	0.70	2.74	4
143	456	1574	0.59	2.03	3
142	322	1118	0.42	1.45	2
141	254	796	0.33	1.03	1
LESS THAN 141	542	542	0.70	0.70	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after July 25, 2000 are not included in this table.

Table 10. 1999-00 North Carolina High School Comprehensive Test Distribution of Scale Scores – Mathematics

NUMBER OF STUDENTS WITH VALID SCORES* 77,096

HIGH SCORE 226

LOW SCORE 141

MEAN 177.5

STANDARD DEVIATION 13.8

1998 STATE PERCENTILES	SCALE SCORE
90	195.9
75	187.3
50 (Median)	177.3
25	167.2
10	159.3

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILES
226	2	77096	0.00	100.00	99
225	4	77094	0.01	100.00	99
224	2	77090	0.00	99.99	99
223	16	77088	0.02	99.99	99
221	39	77072	0.05	99.97	99
220	19	77033	0.02	99.92	99
218	49	77014	0.06	99.89	99
217	31	76965	0.04	99.83	99
216	85	76934	0.11	99.79	99
215	31	76849	0.04	99.68	99
214	108	76818	0.14	99.64	99
213	67	76710	0.09	99.50	99
212	137	76643	0.18	99.41	99
211	90	76506	0.12	99.23	99
210	189	76416	0.25	99.12	99
209	105	76227	0.14	98.87	99
208	232	76122	0.30	98.74	99
207	378	75890	0.49	98.44	99
206	291	75512	0.38	97.95	99
205	300	75221	0.39	97.57	98
204	335	74921	0.43	97.18	98
203	393	74586	0.51	96.74	98
202	647	74193	0.84	96.23	97
201	674	73546	0.87	95.40	97
200	737	72872	0.96	94.52	96
199	771	72135	1.00	93.57	95
198	539	71364	0.70	92.57	95
197	893	70825	1.16	91.87	94
196	913	69932	1.18	90.71	93
195	1348	69019	1.75	89.52	92
194	1044	67671	1.35	87.77	91
193	1110	66627	1.44	86.42	90
192	1205	65517	1.56	84.98	89
191	1221	64312	1.58	83.42	88
190	1670	63091	2.17	81.83	86
189	1327	61421	1.72	79.67	85
188	1973	60094	2.56	77.95	83
187	1450	58121	1.88	75.39	81
186	1568	56671	2.03	73.51	80
185	1633	55103	2.12	71.47	78
184	1743	53470	2.26	69.36	76
183	1788	51727	2.32	67.09	74
182	1909	49939	2.48	64.78	72
181	2580	48030	3.35	62.30	70
180	2107	45450	2.73	58.95	67
179	2119	43343	2.75	56.22	64
178	2143	41224	2.78	53.47	62
177	2234	39081	2.90	50.69	59
176	2356	36847	3.06	47.79	56
175	1673	34491	2.17	44.74	54
174	1522	32818	1.97	42.57	52
173	1636	31296	2.12	40.59	50
172	2419	29660	3.14	38.47	47
171	2447	27241	3.17	35.33	43

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after July 25, 2000 are not included in this table.

Table 10. 1999-00 North Carolina High School Comprehensive Test Distribution of Scale Scores – Mathematics (continued)

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1998 STATE PERCENTILES
170	1660	24794	2.15	32.16	40
169	817	23134	1.06	30.01	38
168	2547	22317	3.30	28.95	36
167	1645	19770	2.13	25.64	33
166	811	18125	1.05	23.51	31
165	2568	17314	3.33	22.46	28
164	764	14746	0.99	19.13	26
163	1558	13982	2.02	18.14	24
162	2257	12424	2.93	16.11	21
161	700	10167	0.91	13.19	18
160	1354	9467	1.76	12.28	16
159	1841	8113	2.39	10.52	13
158	577	6272	0.75	8.14	11
157	1048	5695	1.36	7.39	10
156	1357	4647	1.76	6.03	8
155	806	3290	1.05	4.27	6
154	545	2484	0.71	3.22	4
153	489	1939	0.63	2.52	3
152	560	1450	0.73	1.88	2
151	363	890	0.47	1.15	1
150	205	527	0.27	0.68	1
LESS THAN 150	322	322	0.42	0.42	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after July 25, 2000 are not included in this table.

Table 11. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Reading

State Mean	Mean Score*	2000 LEA Performance
	174.1	Raleigh Charter High**
	173.1	Chapel Hill-Carrboro City
	170.5	Kestrel Heights**
	169.3	Watauga
	168.9	Clay, Wake
	168.7	Elkin City
	168.1	Mitchell, Transylvania
	167.7	Asheville City, Buncombe, New Century**, New Hanover
	167.3	Newton Conover City, Yancey
	167.1	Asheboro City, Mooresville City
	166.9	Cabarrus, Polk, Roanoke Rapids City, Woods Charter**
	166.7	Henderson, Lee, Macon, Shelby City
	166.5	Cherokee
	166.3	Davie, Haywood, Orange, Union
	166.1	Avery, Burke, Dare, Johnston, Perquimans
	165.9	Carteret, Granville, Winston-Salem/Forsyth
	165.7	Alamance-Burlington, Guilford, Hickory City
	165.5	Pitt
	165.3	Craven
	165.1	Alexander, Jackson, Kings Mountain City, Moore, Mount Airy City, Onslow, Pender
2000 State	164.9	Alleghany, Duplin, Durham, Gaston, Lenoir, McDowell
	164.7	Charlotte/Mecklenburg, Currituck, Iredell-Statesville, Stanly
1999 State	164.5	River Mill Charter**, Surry
	164.3	Cleveland, Davidson, Rockingham, Wayne
	164.1	Ashe, Randolph, Swain, Wilkes
	163.9	Brunswick, Caldwell, Catawba, Cumberland, Stokes
	163.7	Clinton City, Harnett, Lincoln, Person, Rutherford, Whiteville City
	163.5	Camden, Chatham, Kannapolis City, Yadkin
1998 State	163.3	Beaufort, Gates, Graham
	163.1	Franklin, Lexington City, Rowan-Salisbury, Sampson
	162.9	Caswell, Hyde, Madison, Nash-Rocky Mount, Pamlico, Scotland
	162.7	Martin, Montgomery
	162.5	Edenton/Chowan, Wilson
	162.3	Elizabeth City/Pasquotank
	161.9	Columbus, Washington
	161.5	Northampton, Richmond
	161.3	Greene, Hoke, J.H. Baker Jr High**, Vance
	161.1	Cape Lookout Marine**, Edgecombe, Thomasville City
	160.7	Anson, Tyrrell
	160.3	Bladen
	160.1	Jones, Robeson
	159.7	Bertie
	159.5	Warren
	158.9	Hertford
	157.9	Halifax
	157.7	Weldon City
	156.9	Wayne Academy**
	154.9	Provisions Academy**
	153.7	Kennedy Charter**
	152.9	Oma's Inc. **, Right Step**
	150.3	Laurinburg**
	***	Grandfather Academy**, Lakeside School**, Laurinburg Homework**, Quest Academy**

Notes: *Scale scores from the region tables are rounded up to the nearest two-tenths of a point. †Data are not reported where number tested is fewer than five.

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 12. 1999-00 North Carolina High School Comprehensive Multiple-Choice Test Results
Mean Scale Score by LEA - Mathematics

State Mean	Mean Score*	2000 LEA Performance
	190.5	Chapel Hill-Carrboro City
	189.0	Raleigh Charter High**
	187.0	Clay
	184.0	Elkin City, Watauga
	183.5	Transylvania, Wake
	182.5	Kestrel Heights**
	182.0	Asheville City, Buncombe, Dare
	181.5	Cherokee, Mount Airy City, Newton Conover City, Roanoke Rapids City
	181.0	Cabarrus, New Hanover, Polk
	180.5	Henderson, Hickory City
	180.0	Asheboro City, Perquimans, Shelby City, Yancey
	179.5	Davie, Haywood, Johnston, Macon, Orange, Union
	179.0	Alexander, Guilford, Lee, Mooresville City, Pitt
	178.5	Alleghany, Avery, Burke, Carteret, Currituck, Iredell-Statesville, McDowell, Stanly, Winston-Salem/Forsyth
	178.0	Alamance-Burlington, Catawba, Charlotte/Mecklenburg, Durham, Lenoir, Mitchell, Surry, Wilkes
2000 State	177.5	Ashe, Davidson, Granville, Jackson, Moore
	177.0	Caldwell, Craven
1999 State	176.5	Brunswick, Graham, Kannapolis City, Lincoln, Onslow, Pender, Scotland
	176.0	Camden, Chatham, Cleveland, Gaston, Gates, Harnett, Kings Mountain City, Pamlico, Randolph, Rockingham, Sampson, Stokes, Woods Charter**
	175.5	Beaufort, Duplin, Franklin, Person, River Mill Charter**, Thomasville City, Wilson, Yadkin
	175.0	Clinton City, Hyde, Nash-Rocky Mount, Rowan-Salisbury, Rutherford, Swain, Wayne
1998 State	174.5	Madison, Martin, New Century**, Whiteville City
	174.0	Edenton/Chowan, Edgecombe, Greene, Lexington City, Montgomery
	173.5	Cumberland
	173.0	Hoke
	172.5	Columbus, Elizabeth City/Pasquotank, Washington
	172.0	Anson, Caswell, Northampton, Vance
	171.5	Richmond
	171.0	Bladen, Tyrrell
	170.5	Cape Lookout Marine**, Laurinburg Homework**, Robeson
	170.0	J.H. Baker Jr High**
	169.5	Bertie
	169.0	Jones
	168.5	Warren
	168.0	Hertford
	167.0	Halifax
	166.5	Weldon City
	163.5	Kennedy Charter**
	163.0	Wayne Academy**
	162.5	Provisions Academy**
	162.0	Oma's Inc. **
	161.0	Right Step**
	158.5	Laurinburg**
	*	Grandfather Academy**, Lakeside School**, Quest Academy**

Notes: *Scale scores from the region tables are rounded up to the nearest five-tenths of a point. `Data are not reported where number tested is fewer than five

**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 14a. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,096**	**177.5**	**64.7**	**1,075**	**45.0**	**1,590**	**7[illegible].4**	**20,666**	**40.8**	**1,657**	**53.5**	**594**	**66.0**	**51,396**	**74.7**
Western Region	**6,087**	**179.8**	**72.0**	**73**	**53.4**	**73**	**73.9**	**377**	**45.4**	**81**	**60.5**	**36**	**66.7**	**5,473**	**74.3**
Buncombe	1,589	181.8	76.9	5	40.0	12	83.3	81	56.8	21	66.7	9	66.7	1,461	78.3
Asheville City	267	181.6	72.3	1	*	3	*	81	39.5	5	80.0	2	*	175	86.9
Cherokee	262	181.2	80.2	7	85.7	0	*	4	*	1	*	2	*	248	79.8
Clay	107	186.6	89.7	1	*	0	*	0	*	0	*	0	*	106	89.6
Graham	69	176.1	63.8	8	75.0	0	*	0	*	0	*	0	*	61	62.3
Haywood	506	179.1	68.4	1	*	3	*	11	36.4	11	72.7	3	*	476	69.1
Henderson	769	180.5	73.1	0	*	9	55.6	43	41.9	24	50.0	8	37.5	685	76.5
Jackson	259	177.3	68.3	19	47.4	2	*	4	*	1	*	3	*	230	69.6
Macon	267	179.2	75.7	1	*	2	*	3	*	1	*	1	*	259	75.7
Madison	151	174.5	51.7	0	*	0	*	1	*	0	*	0	*	150	51.3
McDowell	361	178.1	66.5	0	*	11	54.5	15	60.0	3	*	1	*	331	67.1
Mitchell	181	177.8	70.2	0	*	1	*	2	*	4	*	2	*	172	69.8
Polk	142	180.9	77.5	0	*	0	*	15	66.7	2	*	2	*	123	78.9
Rutherford	580	174.9	59.5	0	*	2	*	92	28.3	6	50.0	1	*	479	65.8
Swain	125	174.7	58.4	28	46.4	0	*	1	*	0	*	1	*	95	62.1
Transylvania	291	183.4	82.5	1	*	1	*	23	65.2	1	*	1	*	264	84.5
Yancey	161	179.7	73.3	1	*	0	*	1	*	1	*	0	*	158	74.1

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 14b. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,096**	**177.5**	**64.7**	**1,075**	**45.0**	**1,590**	**73.4**	**20,666**	**40.8**	**1,657**	**53.5**	**594**	**66.0**	**51,396**	**74.7**
Northwest Region	**12,229**	**178.1**	**67.3**	**17**	**52.9**	**17**	**64.9**	**1,653**	**41.3**	**214**	**50.0**	**62**	**54.8**	**9,964**	**72.2**
Alexander	382	178.8	69.4	1	*	7	42.9	20	40.0	2	*	0	*	352	71.9
Alleghany	93	178.5	66.7	0	*	0	*	2	*	1	*	0	*	90	65.6
Ashe	237	177.4	63.3	0	*	0	*	0	*	2	*	0	*	235	63.4
Avery	146	178.4	74.0	0	*	1	*	0	*	0	*	0	*	145	74.5
Burke	818	178.4	69.7	1	*	84	58.3	57	45.6	13	46.2	6	50.0	657	73.8
Caldwell	768	176.6	63.4	2	*	4	*	55	43.6	7	42.9	3	*	697	65.3
Catawba	954	177.8	68.2	1	*	55	67.3	56	41.1	10	50.0	3	*	829	70.3
Hickory City	291	180.1	69.4	1	*	29	62.1	69	47.8	5	40.0	3	*	184	80.4
Newton Conover City	154	181.3	73.4	0	*	13	69.2	11	27.3	9	44.4	1	*	120	80.8
Davidson	1,292	177.1	66.6	2	*	11	45.5	41	46.3	12	58.3	4	*	1,222	67.5
Lexington City	132	174.0	57.6	0	*	15	73.3	58	41.4	5	40.0	3	*	51	72.5
Thomasville City	120	175.2	60.0	0	*	1	*	62	56.5	7	14.3	0	*	50	70.0
Davie	374	179.3	74.1	1	*	3	*	42	57.1	7	85.7	1	*	320	76.3
Winston-Salem/Forsyth	2,607	178.5	64.6	6	33.3	38	76.3	849	37.2	56	50.0	26	65.4	1,630	79.1
Iredell-Statesville	963	178.3	67.0	1	*	32	68.8	176	40.9	18	44.4	4	*	732	73.9
Mooresville City	273	178.9	72.5	0	*	2	*	33	30.3	0	*	0	*	238	78.6
Grandfather Academy**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Stokes	499	175.8	61.1	0	*	1	*	27	48.1	7	100.0	3	*	460	61.7
Surry	535	177.8	70.3	0	*	4	*	21	61.9	25	60.0	1	*	484	71.1
Elkin City	71	184.0	83.1	0	*	0	*	6	50.0	3	*	0	*	62	87.1
Mount Airy City	92	181.1	73.9	0	*	6	50.0	14	50.0	2	*	0	*	70	81.4
Watauga	397	184.0	82.6	0	*	3	*	5	40.0	1	*	3	*	385	83.4
Wilkes	648	177.9	67.7	0	*	6	83.3	31	51.6	4	*	1	*	606	68.6
Yadkin	382	175.3	63.4	1	*	1	*	18	55.6	18	27.8	0	*	344	65.4

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 14c. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,096**	**177.5**	**64.7**	**1,075**	**45.0**	**1,590**	**73.4**	**20,666**	**40.8**	**1,657**	**53.5**	**594**	**66.0**	**51,396**	**74.7**
Southwest Region	**16,393**	**177.1**	**63.3**	**121**	**43.8**	**121**	**70.8**	**4,450**	**38.5**	**370**	**49.7**	**51**	**56.9**	**10,939**	**73.8**
Anson	255	171.8	50.2	1	*	4	*	154	43.5	0	*	1	*	95	63.2
Cabarrus	1,199	180.9	77.1	4	*	10	90.0	130	50.8	17	52.9	4	*	1,034	80.8
Kannapolis City	256	176.5	62.1	0	*	3	*	82	39.0	7	71.4	2	*	162	72.2
Cleveland	494	175.6	62.1	0	*	1	*	105	41.0	2	*	0	*	386	67.9
Kings Mountain City	251	175.6	57.8	1	*	9	55.6	56	32.1	0	*	2	*	183	66.1
Shelby City	151	179.6	68.2	0	*	2	*	65	49.2	0	*	0	*	84	82.1
Gaston	1,812	176.0	61.8	6	100.0	26	61.5	332	40.7	33	54.5	6	33.3	1,409	66.9
Hoke	329	172.7	54.1	38	42.1	3	*	167	40.1	12	83.3	4	*	105	78.1
Lincoln	676	176.4	63.5	1	*	3	*	55	54.5	36	52.8	2	*	579	64.7
Charlotte/Mecklenburg	5,866	177.9	63.3	17	35.3	325	70.2	2,141	38.1	164	45.7	14	57.1	3,205	80.6
Kennedy Charter**	5	163.2	20.0	0	*	0	*	3	*	0	*	0	*	2	*
Montgomery	279	173.8	57.7	1	*	16	75.0	76	25.0	23	43.5	2	*	161	73.9
Moore	765	177.1	64.2	8	37.5	1	*	169	36.1	11	27.3	4	*	572	73.3
Richmond	479	171.4	47.2	8	50.0	5	100.0	203	26.6	10	40.0	0	*	253	62.8
Rowan-Salisbury	1,270	174.6	57.6	4	*	20	80.0	244	31.1	24	58.3	3	*	975	63.7
Scotland	407	176.5	60.0	25	36.0	2	*	182	46.2	0	*	0	*	198	75.3
Laurinburg**	8	158.5	0.0	0	*	0	*	8	0.0	0	*	0	*	0	*
Laurinburg Homework**	5	170.4	40.0	0	*	0	*	2	*	0	*	0	*	3	*
Stanly	646	178.4	68.3	5	60.0	25	60.0	72	44.4	5	60.0	3	*	536	72.2
Union	1,240	179.4	70.9	2	*	7	100.0	204	41.2	26	50.0	4	*	997	77.5

Notes: * Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after September 14, 2000 are not included in this table

Table 14d. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,096**	**177.5**	**64.7**	**1,075**	**45.0**	**1,590**	**73.4**	**20,666**	**40.8**	**1,657**	**53.5**	**594**	**66.0**	**51,396**	**74.7**
Northeast Region	**5,453**	**174.8**	**56.2**	**21**	**33.3**	**21**	**83.3**	**2,701**	**37.4**	**43**	**79.1**	**27**	**74.1**	**2,631**	**74.8**
Beaufort	443	175.4	60.0	0	*	2	*	167	40.7	6	33.3	1	*	267	72.7
Bertie	218	169.2	42.7	0	*	1	*	173	34.7	0	*	0	*	44	72.7
Camden	92	175.6	60.9	0	*	0	*	25	48.0	0	*	0	*	67	65.7
Edenton/Chowan	200	174.0	60.0	0	*	0	*	88	39.8	2	*	2	*	108	75.9
Currituck	211	178.5	65.4	0	*	1	*	23	39.1	0	*	1	*	186	68.3
Dare	311	181.7	74.3	0	*	1	*	12	58.3	6	83.3	3	*	289	74.7
Edgecombe	481	173.6	53.8	0	*	1	*	289	43.6	6	100.0	2	*	183	67.8
Gates	125	175.9	62.4	0	*	0	*	58	43.1	0	*	1	*	66	78.8
Halifax	357	166.7	33.3	17	35.3	0	*	328	32.9	0	*	3	*	9	44.4
Roanoke Rapids City	164	181.5	78.7	0	*	3	*	23	47.8	4	*	0	*	134	82.8
Weldon City	70	166.2	28.6	0	*	0	*	65	27.7	0	*	1	*	4	*
Hertford	254	167.9	32.7	1	*	0	*	198	24.2	0	*	3	*	52	63.5
Hyde	50	175.0	56.0	0	*	0	*	21	33.3	0	*	0	*	29	72.4
Martin	316	174.3	55.4	0	*	3	*	164	41.5	3	*	0	*	146	69.9
Northampton	224	171.6	46.9	1	*	0	*	171	38.0	0	*	1	*	51	76.5
Elizabeth City/Pasquotank	366	172.4	48.6	0	*	5	80.0	191	33.0	3	*	2	*	165	64.2
Perquimans	134	179.9	73.9	0	*	0	*	44	56.8	2	*	0	*	88	81.8
Pitt	1,196	178.7	66.0	2	*	12	100.0	504	41.7	9	66.7	5	60.0	664	83.9
Right Step**	27	160.9	7.4	0	*	0	*	26	7.7	0	*	0	*	1	*
Tyrrell	60	170.7	43.3	0	*	1	*	33	39.4	1	*	0	*	25	48.0
Washington	154	172.1	46.1	0	*	0	*	98	30.6	1	*	2	*	53	73.6

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 14e. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,096**	**177.5**	**64.7**	**1,075**	**45.0**	**1,590**	**73.4**	**20,666**	**40.8**	**1,657**	**53.5**	**594**	**66.0**	**51,396**	**74.7**
Southeast Region	**14,578**	**175.2**	**59.0**	**754**	**42.4**	**754**	**76.3**	**5,040**	**40.6**	**434**	**59.0**	**158**	**67.7**	**7,997**	**71.7**
Bladen	372	170.8	43.5	1	*	0	*	204	27.9	2	*	2	*	163	62.6
Brunswick	533	176.3	60.6	1	*	1	*	143	35.0	7	85.7	1	*	380	70.0
Carteret	650	178.3	68.9	5	60.0	4	*	70	37.1	6	66.7	8	87.5	556	72.5
Cape Lookout Marine**	23	170.4	43.5	0	*	0	*	2	*	0	*	1	*	18	38.9
Columbus	476	172.2	50.2	22	54.5	1	*	198	32.8	2	*	0	*	253	63.6
Whiteville City	162	174.2	53.1	1	*	2	*	62	33.9	0	*	0	*	97	64.9
Craven	951	177.0	67.2	2	*	12	75.0	292	46.9	25	68.0	8	75.0	612	76.6
Cumberland	3,368	173.5	54.4	70	41.4	88	78.4	1,467	38.7	209	55.5	42	69.0	1,490	68.5
Oma's Inc **	18	161.7	5.6	0	*	2	*	10	0.0	0	*	3	*	3	*
Duplin	535	175.2	59.6	1	*	1	*	186	45.2	33	45.5	0	*	314	69.7
Greene	160	173.6	54.4	0	*	0	*	87	35.6	6	66.7	0	*	67	77.6
Jones	60	169.0	41.7	0	*	0	*	42	42.9	0	*	0	*	18	38.9
Lenoir	611	177.9	70.5	0	*	5	60.0	298	59.4	10	80.0	5	80.0	293	81.6
New Hanover	1,417	181.0	74.1	6	83.3	13	84.6	290	44.5	18	88.9	9	77.8	1,081	81.6
Onslow	1,401	176.4	63.5	12	66.7	32	78.1	332	44.6	53	66.0	55	61.8	916	69.8
Pamlico	150	176.0	56.0	2	*	2	*	45	42.2	0	*	2	*	99	60.6
Pender	385	176.3	65.5	0	*	1	*	128	52.3	5	80.0	2	*	249	71.9
Robeson	1,475	170.5	44.5	617	40.4	8	50.0	470	33.0	9	33.3	2	*	366	66.4
Sampson	413	175.9	58.8	4	*	0	*	131	43.5	14	50.0	0	*	264	66.3
Clinton City	169	174.7	59.8	7	42.9	0	*	70	38.6	6	83.3	2	*	84	76.2
Wayne	1,239	174.9	58.8	3	*	14	78.6	505	41.2	28	50.0	16	68.8	673	71.8
Wayne Academy**	10	162.8	10.0	0	*	0	*	8	0.0	1	*	0	*	1	*

Notes * Data are not reported where number tested is fewer than five

The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category

** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Data received from LEAs after September 14, 2000 are not included in this table

Table 14f. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,096**	**177.5**	**64.7**	**1,075**	**45.0**	**1,590**	**73.4**	**20,666**	**40.8**	**1,657**	**53.5**	**594**	**66.0**	**51,396**	**74.7**
Central Region	**22,356**	**179.1**	**67.9**	**89**	**62.9**	**89**	**78.9**	**6,445**	**43.7**	**515**	**49.9**	**260**	**68.5**	**14,392**	**79.0**
Alamance-Burlington	1,280	178.0	66.6	3	*	22	63.6	284	48.6	41	36.6	10	90.0	920	73.3
Lakeside School**	4	*	*	0	*	0	*	0	*	0	*	1	*	3	*
River Mill Charter**	21	175.2	66.7	1	*	0	*	0	*	0	*	2	*	17	76.5
Caswell	230	171.9	48.3	3	*	0	*	97	27.8	1	*	1	*	128	63.3
Chatham	372	175.7	62.1	0	*	2	*	106	41.5	13	46.2	0	*	251	71.3
Woods Charter**	8	175.6	50.0	0	*	0	*	1	*	0	*	1	*	6	50.0
Durham	1,685	177.7	63.6	4	*	41	63.4	814	45.3	30	46.7	33	66.7	762	81.6
Kestrel Heights**	9	182.3	66.7	0	*	0	*	1	*	0	*	0	*	6	83.3
Franklin	440	175.2	60.0	1	*	3	*	170	39.4	6	50.0	4	*	256	73.4
Granville	410	177.3	66.8	0	*	3	*	148	53.4	9	44.4	4	*	246	76.0
Guilford	3,690	179.0	66.1	19	63.2	150	66.0	1,222	42.2	56	53.6	35	54.3	2,208	79.9
Harnett	997	176.0	60.2	9	44.4	2	*	267	38.6	41	56.1	15	46.7	662	69.8
Johnston	1,134	179.5	72.8	3	*	10	80.0	205	53.2	48	54.2	8	75.0	860	78.5
Lee	498	178.7	73.5	2	*	4	*	113	55.8	25	48.0	6	33.3	348	81.3
Provisions Academy**	13	162.2	15.4	0	*	0	*	9	0.0	0	*	0	*	4	*
Nash-Rocky Mount	1,127	174.6	55.3	8	62.5	12	58.3	543	38.5	21	57.1	4	*	539	71.6
Orange	378	179.5	70.6	2	*	4	*	82	46.3	10	60.0	7	71.4	271	77.5
Chapel Hill-Carrboro City	619	190.2	87.9	1	*	47	100.0	75	50.7	15	46.7	6	83.3	474	94.1
New Century**	19	174.1	63.2	1	*	0	*	0	*	1	*	2	*	15	66.7
Person	365	175.2	62.7	2	*	1	*	116	50.0	4	*	1	*	241	68.9
Randolph	963	176.0	63.2	4	*	6	66.7	49	34.7	19	42.1	2	*	883	65.3
Asheboro City	224	179.9	73.7	1	*	10	80.0	28	42.9	13	46.2	2	*	170	81.8
Rockingham	815	175.8	62.0	0	*	4	*	191	36.6	9	44.4	4	*	607	69.7
Vance	393	171.9	51.1	1	*	3	*	219	31.5	5	20.0	2	*	163	77.3
Wake	5,653	183.5	78.0	12	91.7	221	88.2	1,164	49.6	132	54.5	109	74.3	3,918	86.8
J.H. Baker Jr High**	7	169.7	28.6	0	*	0	*	6	16.7	0	*	0	*	1	*

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 14f. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Mathematics
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	77,096	177.5	64.7	1,075	45.0	1,590	73.4	20,666	40.8	1,657	53.5	594	66.0	51,396	74.7
Quest Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Raleigh Charter High**	46	188 8	91 3	0	*	0	*	3	*	0	*	1	*	42	90 5
Warren	210	168 3	36 7	12	33 3	0	*	161	31 7	0	*	0	*	37	59 5
Wilson	743	175 4	57 6	0	*	5	80 0	371	42 0	16	31 3	0	*	351	74 9

Notes * Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after September 14, 2000 are not included in this table

Table 13a. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,360**	**164.9**	**61.7**	**1,083**	**42.2**	**1,591**	**58.0**	**20,794**	**39.4**	**1,669**	**48.6**	**606**	**70.6**	**51,502**	**71.6**
Western Region	**6,119**	**166.4**	**67.7**	**75**	**53.3**	**75**	**58.3**	**386**	**38.6**	**81**	**54.3**	**36**	**69.4**	**5,492**	**70.2**
Buncombe	1,594	167.6	72.8	5	80.0	12	58.3	81	48.1	21	66.7	9	77.8	1,466	74.3
Asheville City	278	167.6	68.3	2	*	3	*	86	36.0	5	60.0	2	*	180	83.9
Cherokee	263	166.4	70.0	7	85.7	0	*	4	*	1	*	2	*	249	70.3
Clay	111	168.9	74.8	1	*	0	*	0	*	0	*	0	*	110	74.5
Graham	69	163.3	56.5	8	50.0	0	*	0	*	0	*	0	*	61	57.4
Haywood	508	166.2	68.1	1	*	3	*	11	54.5	11	72.7	3	*	478	68.4
Henderson	769	166.6	68.8	0	*	9	77.8	43	34.9	24	37.5	8	62.5	685	72.0
Jackson	260	165.1	63.1	20	40.0	2	*	4	*	1	*	3	*	230	65.7
Macon	262	166.7	68.7	1	*	3	*	3	*	1	*	1	*	253	68.8
Madison	151	162.8	55.0	0	*	0	*	1	*	0	*	0	*	150	55.3
McDowell	368	164.8	58.7	0	*	12	16.7	15	40.0	3	*	1	*	337	61.1
Mitchell	182	168.1	75.8	0	*	1	*	2	*	4	*	2	*	173	76.9
Polk	142	166.8	67.6	0	*	0	*	15	40.0	2	*	2	*	123	70.7
Rutherford	584	163.6	55.7	0	*	2	*	96	32.3	6	50.0	1	*	479	60.5
Swain	125	164.0	60.0	28	60.7	0	*	1	*	0	*	1	*	95	61.1
Transylvania	291	168.0	73.9	1	*	1	*	23	47.8	1	*	1	*	264	76.9
Yancey	162	167.3	75.3	1	*	0	*	1	*	1	*	0	*	159	76.1

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category
**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after September 14, 2000 are not included in this table

Table 13b. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,360**	**164.9**	**61.7**	**1,083**	**42.2**	**1,591**	**58.0**	**20,794**	**39.4**	**1,669**	**48.6**	**606**	**70.6**	**51,502**	**71.6**
Northwest Region	**12,262**	**165.0**	**62.7**	**17**	**47.1**	**17**	**43.5**	**1,659**	**39.7**	**216**	**34.7**	**64**	**51.6**	**9,988**	**67.8**
Alexander	383	165.0	61.9	1	*	7	14.3	20	55.0	2	*	0	*	353	63.5
Alleghany	94	164.9	64.9	0	*	0	*	2	*	1	*	0	*	91	63.7
Ashe	237	164.0	59.5	0	*	0	*	0	*	2	*	0	*	235	59.6
Avery	146	166.1	69.2	0	*	1	*	0	*	0	*	0	*	145	69.0
Burke	820	166.1	67.8	1	*	84	46.4	56	42.9	14	35.7	7	57.1	658	73.6
Caldwell	771	163.8	58.0	2	*	4	*	55	32.7	7	14.3	4	*	699	60.7
Catawba	952	163.8	56.9	1	*	54	37.0	56	26.8	10	40.0	3	*	828	60.5
Hickory City	293	165.7	63.1	1	*	29	51.7	71	32.4	3	*	3	*	186	77.4
Newton Conover City	156	167.2	72.4	0	*	13	30.8	11	45.5	9	33.3	1	*	122	82.0
Davidson	1,290	164.2	60.3	2	*	11	18.2	41	41.5	12	33.3	4	*	1,220	61.6
Lexington City	132	163.0	53.8	0	*	15	53.3	58	37.9	5	40.0	3	*	51	72.5
Thomasville City	121	161.1	43.8	0	*	1	*	62	30.6	7	14.3	0	*	51	62.7
Davie	375	166.3	69.6	1	*	3	*	43	48.8	8	50.0	1	*	319	72.7
Winston-Salem/Forsyth	2,614	165.9	64.3	6	33.3	38	55.3	852	42.1	58	36.2	26	57.7	1,632	77.3
Iredell-Statesville	963	164.6	61.4	1	*	32	34.4	176	32.4	18	44.4	4	*	732	70.4
Mooresville City	273	167.1	70.7	0	*	2	*	32	18.8	0	*	0	*	239	78.2
Grandfather Academy**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Stokes	503	163.9	56.3	0	*	1	*	26	46.2	7	57.1	3	*	465	57.2
Surry	535	164.5	63.0	0	*	4	*	21	61.9	25	36.0	1	*	484	64.5
Elkin City	71	168.6	74.6	0	*	0	*	6	33.3	3	*	0	*	62	80.6
Mount Airy City	93	165.1	68.8	0	*	6	0.0	14	50.0	2	*	0	*	71	77.5
Watauga	400	169.2	80.5	0	*	3	*	5	80.0	1	*	3	*	388	80.7
Wilkes	656	164.1	59.1	0	*	6	66.7	34	38.2	4	*	1	*	611	60.4
Yadkin	383	163.5	58.7	1	*	1	*	18	44.4	18	5.6	0	*	345	62.0

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after September 14, 2000 are not included in this table.

Table 13c. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,360**	**164.9**	**61.7**	**1,083**	**42.2**	**1,591**	**58.0**	**20,794**	**39.4**	**1,669**	**48.6**	**606**	**70.6**	**51,502**	**71.6**
Southwest Region	**16,461**	**164.5**	**60.1**	**121**	**41.3**	**121**	**53.4**	**4,495**	**36.0**	**375**	**45.6**	**54**	**64.8**	**10,955**	**71.0**
Anson	252	160.6	43.3	1	*	3	*	153	37.9	0	*	1	*	94	53.2
Cabarrus	1,203	166.9	71.8	4	*	10	80.0	133	42.9	17	47.1	5	60.0	1,034	75.9
Kannapolis City	260	163.5	56.2	0	*	3	*	84	32.1	9	44.4	2	*	162	68.5
Cleveland	494	164.2	59.7	0	*	1	*	102	39.2	2	*	0	*	389	65.3
Kings Mountain City	250	165.1	64.8	1	*	8	87.5	56	35.7	0	*	2	*	183	73.8
Shelby City	150	166.6	64.7	0	*	2	*	63	36.5	0	*	0	*	85	84.7
Gaston	1,815	164.8	60.2	6	100.0	26	42.3	331	38.4	34	41.2	7	71.4	1,411	65.9
Hoke	328	161.2	44.2	38	36.8	3	*	167	30.5	12	50.0	4	*	104	68.3
Lincoln	683	163.7	57.0	1	*	3	*	55	38.2	36	41.7	2	*	586	59.2
Charlotte/Mecklenburg	5,915	164.6	60.5	17	35.3	326	52.1	2,180	37.1	165	47.9	14	64.3	3,213	78.1
Kennedy Charter**	5	153.6	40.0	0	*	0	*	3	*	0	*	0	*	2	*
Montgomery	283	162.6	52.3	1	*	16	50.0	78	30.8	24	50.0	2	*	162	62.3
Moore	764	165.1	63.5	9	55.6	1	*	170	38.8	11	45.5	4	*	569	71.2
Richmond	487	161.5	47.6	8	37.5	5	80.0	210	29.0	10	10.0	1	*	253	64.4
Rowan-Salisbury	1,267	163.0	54.5	4	*	20	60.0	243	27.2	24	54.2	3	*	973	61.4
Scotland	405	162.8	51.4	24	29.2	2	*	182	35.2	0	*	0	*	197	68.5
Laurinburg**	9	150.3	0.0	0	*	0	*	9	0.0	0	*	0	*	0	*
Laurinburg Homework**	4	*	*	0	*	0	*	1	*	0	*	0	*	3	*
Stanly	644	164.7	63.2	5	80.0	25	36.0	71	38.0	5	80.0	3	*	535	67.3
Union	1,243	166.2	67.6	2	*	7	71.4	204	38.2	26	34.6	4	*	1,000	74.6

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category
**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after September 14, 2000 are not included in this table

Table 13d. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,360**	**164.9**	**61.7**	**1,083**	**42.2**	**1,591**	**58.0**	**20,794**	**39.4**	**1,669**	**48.6**	**606**	**70.6**	**51,502**	**71.6**
Northeast Region	**5,479**	**162.8**	**51.7**	**22**	**45.5**	**22**	**73.3**	**2,722**	**34.3**	**45**	**55.6**	**27**	**77.8**	**2,633**	**69.0**
Beaufort	442	163.3	55.2	0	*	2	*	168	35.1	6	16.7	1	*	265	68.7
Bertie	222	159.6	35.6	0	*	1	*	177	27.1	0	*	0	*	44	68.2
Camden	92	163.4	51.1	0	*	0	*	25	28.0	0	*	0	*	67	59.7
Edenton/Chowan	201	162.5	47.3	0	*	0	*	89	24.7	2	*	2	*	108	64.8
Currituck	207	164.7	61.8	0	*	1	*	23	39.1	0	*	1	*	182	64.3
Dare	314	166.0	66.6	0	*	1	*	12	33.3	7	57.1	3	*	291	67.7
Edgecombe	482	161.1	43.2	0	*	1	*	287	32.1	6	83.3	2	*	186	58.6
Gates	125	163.2	59.2	0	*	0	*	58	44.8	0	*	1	*	66	71.2
Halifax	367	157.8	28.6	18	50.0	0	*	337	27.3	0	*	3	*	9	22.2
Roanoke Rapids City	164	166.8	73.2	0	*	3	*	23	39.1	4	*	0	*	134	78.4
Weldon City	71	157.6	26.8	0	*	0	*	66	27.3	0	*	1	*	4	*
Hertford	255	158.9	33.7	1	*	0	*	199	28.1	0	*	3	*	52	51.9
Hyde	50	162.8	58.0	0	*	0	*	21	42.9	0	*	0	*	29	69.0
Martin	316	162.7	51.3	0	*	3	*	163	40.5	3	*	0	*	147	62.6
Northampton	227	161.5	43.6	1	*	0	*	174	38.5	0	*	1	*	51	60.8
Elizabeth City/Pasquotank	369	162.3	48.8	0	*	5	40.0	193	39.4	3	*	2	*	166	59.0
Perquimans	134	166.1	70.1	0	*	0	*	44	54.5	2	*	0	*	88	78.4
Pitt	1,197	165.5	62.6	2	*	12	91.7	505	40.4	10	30.0	5	40.0	663	79.6
Right Step**	28	152.8	10.7	0	*	0	*	27	7.4	0	*	0	*	1	*
Tyrrell	61	160.6	39.3	0	*	1	*	32	25.0	1	*	0	*	27	51.9
Washington	155	161.9	49.7	0	*	0	*	99	37.4	1	*	2	*	53	71.7

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Table 13e. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,360**	**164.9**	**61.7**	**1,083**	**42.2**	**1,591**	**58.0**	**20,794**	**39.4**	**1,669**	**48.6**	**606**	**70.6**	**51,502**	**71.6**
Southeast Region	**14,601**	**164.0**	**58.1**	**758**	**38.5**	**758**	**64.3**	**5,055**	**41.1**	**435**	**58.6**	**159**	**71.1**	**8,000**	**70.3**
Bladen	374	160.3	43.0	1	*	0	*	206	34.0	2	*	2	*	163	53.4
Brunswick	535	163.9	57.2	1	*	1	*	147	30.6	7	42.9	1	*	378	67.7
Carteret	653	165.8	65.8	5	60.0	4	*	71	43.7	6	83.3	8	100.0	558	67.9
Cape Lookout Marine**	23	161.0	56.5	0	*	0	*	2	*	0	*	1	*	18	61.1
Columbus	476	161.9	45.2	22	45.5	1	*	198	29.8	2	*	0	*	253	57.7
Whiteville City	162	163.7	54.3	1	*	2	*	62	35.5	0	*	0	*	97	66.0
Craven	949	165.3	62.7	2	*	12	66.7	294	42.9	25	60.0	8	87.5	608	72.0
Cumberland	3,376	163.8	58.1	70	51.4	87	70.1	1,468	43.1	209	59.3	41	70.7	1,499	71.8
Oma's Inc **	20	152.9	15.0	0	*	2	*	11	9.1	0	*	4	*	3	*
Duplin	534	164.8	59.6	1	*	1	*	187	41.2	32	43.8	0	*	313	72.2
Greene	159	161.2	46.5	0	*	0	*	86	32.6	6	50.0	0	*	67	64.2
Jones	60	160.0	41.7	0	*	0	*	42	45.2	0	*	0	*	18	33.3
Lenoir	611	164.9	62.4	0	*	5	40.0	298	52.0	10	80.0	5	80.0	293	72.4
New Hanover	1,419	167.7	74.1	6	83.3	13	84.6	295	46.1	18	83.3	9	44.4	1,078	81.7
Onslow	1,405	165.1	63.6	12	66.7	32	62.5	334	50.6	54	64.8	55	65.5	917	68.0
Pamlico	150	162.9	47.3	2	*	2	*	45	28.9	0	*	2	*	99	55.6
Pender	384	165.0	63.0	0	*	1	*	128	46.1	5	100.0	2	*	248	70.6
Robeson	1,479	160.1	42.5	621	34.9	8	37.5	470	33.8	9	44.4	2	*	366	66.1
Sampson	414	163.0	51.0	4	*	0	*	131	29.8	15	20.0	0	*	264	62.9
Clinton City	169	163.7	58.0	7	57.1	0	*	70	34.3	6	66.7	2	*	84	76.2
Wayne	1,240	164.2	57.7	3	*	14	35.7	503	41.9	28	53.6	17	82.4	675	69.5
Wayne Academy**	9	156.9	11.1	0	*	0	*	7	14.3	1	*	0	*	1	*

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Table 13f. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,360**	**164.9**	**61.7**	**1,083**	**42.2**	**1,591**	**58.0**	**20,794**	**39.4**	**1,669**	**48.6**	**606**	**70.6**	**51,502**	**71.6**
Central Region	**22,438**	**166.0**	**65.6**	**90**	**63.3**	**90**	**67.0**	**6,477**	**42.4**	**517**	**46.6**	**266**	**75.6**	**14,434**	**76.4**
Alamance-Burlington	1,282	165.6	65.4	3	*	22	54.5	285	47.4	41	26.8	10	90.0	921	72.6
Lakeside School**	4	*	*	0	*	0	*	0	*	0	*	1	*	3	*
River Mill Charter**	21	164.5	61.9	1	*	0	*	0	*	0	*	2	*	17	64.7
Caswell	230	162.9	50.0	3	*	0	*	97	28.9	1	*	1	*	128	64.8
Chatham	370	163.4	55.9	0	*	2	*	106	39.6	13	30.8	0	*	249	61.3
Woods Charter**	8	166.9	75.0	0	*	0	*	1	*	0	*	1	*	6	83.3
Durham	1,695	164.9	61.3	4	*	41	58.5	823	44.0	30	46.7	33	78.8	763	79.9
Kestrel Heights**	9	170.4	66.7	0	*	0	*	1	*	0	*	0	*	6	83.3
Franklin	447	163.0	53.9	1	*	3	*	172	35.5	6	50.0	4	*	261	65.9
Granville	410	165.8	64.6	0	*	3	*	148	54.1	9	33.3	4	*	246	72.4
Guilford	3,721	165.7	64.4	19	63.2	150	48.0	1,240	43.8	55	47.3	36	69.4	2,221	77.4
Harnett	1,003	163.7	55.9	10	40.0	2	*	266	34.6	41	48.8	16	56.3	667	65.2
Johnston	1,134	166.0	68.5	4	*	10	90.0	203	47.8	50	42.0	8	75.0	859	74.6
Lee	497	166.6	72.6	2	*	4	*	113	57.5	26	53.8	6	83.3	346	78.6
Provisions Academy**	12	154.9	8.3	0	*	0	*	8	0.0	0	*	0	*	4	*
Nash-Rocky Mount	1,128	162.8	52.9	8	50.0	12	58.3	543	35.5	21	57.1	4	*	540	69.8
Orange	376	166.2	65.2	2	*	4	*	82	45.1	10	50.0	7	71.4	269	72.1
Chapel Hill-Carrboro City	619	173.0	87.2	1	*	47	93.6	75	36.0	15	66.7	6	83.3	475	95.4
New Century**	18	167.6	83.3	1	*	0	*	0	*	1	*	2	*	14	78.6
Person	373	163.7	58.2	3	*	1	*	119	42.9	4	*	1	*	245	66.1
Randolph	964	164.0	59.2	4	*	6	50.0	49	32.7	19	36.8	2	*	884	61.3
Asheboro City	220	167.1	73.6	1	*	10	70.0	26	38.5	12	41.7	2	*	169	82.2
Rockingham	818	164.2	60.1	0	*	4	*	190	37.9	9	33.3	4	*	611	67.4
Vance	400	161.2	44.5	1	*	3	*	224	29.0	5	0.0	2	*	165	66.1
Wake	5,672	168.9	76.9	12	83.3	223	78.5	1,165	49.4	132	56.1	113	78.8	3,932	85.7
J H Baker Jr High**	8	161.3	37.5	0	*	0	*	7	28.6	0	*	0	*	1	*

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Data received from LEAs after September 14, 2000 are not included in this table.

Table 13f. 1999-00 Multiple-Choice Test Results for LEAs
North Carolina High School Comprehensive Test
Reading
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**77,360**	**164.9**	**61.7**	**1,083**	**42.2**	**1,591**	**58.0**	**20,794**	**39.4**	**1,669**	**48.6**	**606**	**70.6**	**51,502**	**71.6**
Quest Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Raleigh Charter High**	46	174.0	91.3	0	*	0	*	3	*	0	*	1	*	42	90.5
Warren	203	159.5	40.9	10	50.0	0	*	157	36.9	0	*	0	*	36	55.6
Wilson	747	162.5	50.7	0	*	5	60.0	374	34.8	17	29.4	0	*	351	68.7

Notes: *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have coded in an ethnic category
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after September 14, 2000 are not included in this table

Sample Questions

for the

North Carolina High School

Comprehensive Tests

Part I - Reading Comprehension

Seeking Medical Secrets in the Rain Forest

by Jo Yohay

In the film Medicine Man, *Sean Connery found a cure for cancer in the rain forests of South America, only to be defeated in the end by clear-cutters who destroyed the forest. Some critics said this scenario was alarmist and fanciful. But now real-life scientists are in a race against time to identify and save medicinal plants in a rapidly disappearing ecosystem. Read about these medicine men and women in the following article from the April/May 1992 issue of* National Wildlife *magazine. Then answer the questions that follow.*

An old, wrinkled bush doctor sits in a tiny cinder-block clinic near the Macal River in Belize. A Mayan named Don Elijio, he tends his patients amid burlap sacks filled with medicinal herbs gathered from the surrounding rain forest. Reaching into a bag, he withdraws a handful of crackling leaves and begins preparing a mixture for a patient's lesion. From other bags he takes seeds, bark and twisted roots.

Two thousand miles away in Maryland, a National Cancer Institute (NCI) scientist scoops through samples of those same roots and leaves, getting ready to put them through a rigorous chemical analysis. But how did Don Elijio's dusty herbs get to this gleaming medical laboratory?

The answer is a story of scientists racing against time, in history's most extensive search for healing agents in wild plants. Native healers on three continents are a vital part of that quest, which has been launched by the NCI.

The number of plant-based medicines in use by physicians today barely hints at the untapped potential of nature's pharmacopeia. "Of more than 250,000 known plant species, less than 1 percent have been thoroughly tested for medical applications," says Michael Balick, director of the New York Botanical Garden's Institute of Economic Botany. "Yet out of this tiny portion have come 25 percent of our prescription medicines."

But if chemists had to collect and analyze tens of thousands of wild plants, they would never finish the task. Tropical deforestation ensures that many plant species will disappear before they can be identified, let alone tested, by science.

Part of NCI's strategy is to have ethnobotanists (scientists who study the relationship between plants and people) seek out plants that native healers have found effective as local medicines. Ethnobotanist Balick travels to Central American rain forests searching for bush doctors who appear to treat diseases successfully with specific herbs. Botanists from the University of Illinois and Missouri Botanical Garden do similar work for NCI elsewhere.

Balick collects plants recommended by healers in the form of seeds, leaves, bark, roots and stems. He sends samples to NCI scientists, who test extracts against cancer cells and the AIDS virus. Plants with promise are tried in experiments with mice. Several years into the process, some may end up in human drug trials.

Skeptics argue that native lore is mere superstition. But Balick says, "The traditional lore of Central America is built on more than 200 generations of trial and error experimentation with local plants. A very specific pharmacopeia has been developed and been refined into an advanced system of medicine."

A number of today's drugs have long been part of native lore. Curare, the dart poison favored by Amazon Indians, is used as a muscle relaxant in surgery. Reserpine, now used to treat hypertension, has a centuries-old history as a tranquilizer. For NCI and its ethnobotanical explorers, the search for such traditional knowledge is urgent. Tests of the most promising plants will require that larger quantities be collected from the wild. But Balick warns, "Plants are disappearing so fast that they may not be there when we go back for more." Further, the healers themselves are aging. Don Elijio is 93 years old; much of his knowledge will die with him.

Ethnobotanists see the door to the rain forest medicine chest swinging shut. "Because the species—and the people who know their uses—are disappearing so quickly," says Balick, "we have just 10 to 15 years to do this work."

"Seeking Medical Secrets in the Rain Forest" by Jo Yohay, *National Wildlife Magazine*, Apr-May 1992. Copyright 1992. Used by permission of the publisher.

1. Which **best** describes the author's tone in this article?

   A philosophical

   B satirical

   C optimistic

   D concerned

2. Which **best** describes NCI's strategy of using ethnobotanists to collect rain forest plants?

   A focusing on the past

   B exploring the exotic

   C benefiting from experience

   D depending upon tradition

3. In which endeavor would an ethnobotanist be **least** useful?

   A defending the rights of animals

   B discovering new edible plants

   C searching for nontoxic pesticides

   D protecting endangered wildflowers

4. Which is the **best** evidence that native lore about healing plants is not mere superstition?

   A Native lore is based on 200 years of experimentation.

   B Native healers have developed a very specific pharmacopeia.

   C Plants are the source for one-fourth of our prescription medicines.

   D Some of the drugs we use today have long been a part of native lore.

5. Which is the chief antagonist in this story of scientists racing against time?

   A isolated habitats

   B tropical deforestation

   C scientific skepticism

   D native superstition

6. What literary technique is used in the sentence, "Ethnobotanists see the door to the rain forest medicine chest swinging shut"?

   A metaphor

   B personification

   C symbolism

   D onomatopoeia

7. Which *best* describes the main purpose of the first two paragraphs in this article?

   A to describe the setting of the article

   B to state the main idea of the article

   C to appeal to the reader's curiosity

   D to introduce the main characters

8. What kind of knowledge would help you *most* to understand this article?

   A knowledge about fighting diseases

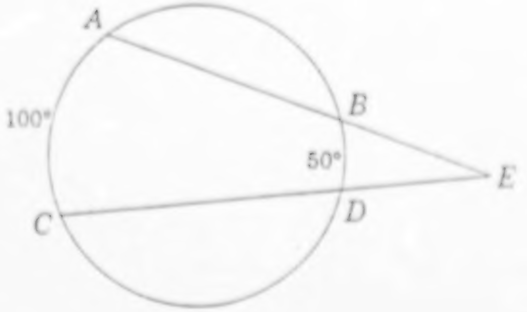
   B knowledge about the threats to rain forest habitats

   C knowledge about pharmacy

   D knowledge about the National Cancer Institute

Part II - Mathematics Applications

1. According to the diagram, what is $m\angle E$?



Note: Figure not drawn to scale.

A 25°

B 50°

C 75°

D 100°

2. What is the reflection of the point (0, 4) about the line $y = x$?

+6
+5
+4
+3
+2
+1
−6 −5 −4 −3 −2 −1 0 +1 +2 +3 +4 +5 +6
−1
−2
−3
−4
−5
−6

A (0, 4)

B (4, 0)

C (${}^-4$, 0)

D (0, ${}^-4$)

3. The line which passes through the points (2, 5) and (7, ${}^-2$) also passes through which of the following points?

A (${}^-16$, 4)

B (12, ${}^-9$)

C (17, 16)

D (17, ${}^-12$)

4. **Carol has to present a report on how tax dollars are spent. She collected the following data:**

How tax dollars are spent

Payroll	12%
Buildings	35%
Roads	40%
Maintenance	10%
Supplies	3%

Which of the following would ***not*** be a good way for Carol to display the data?

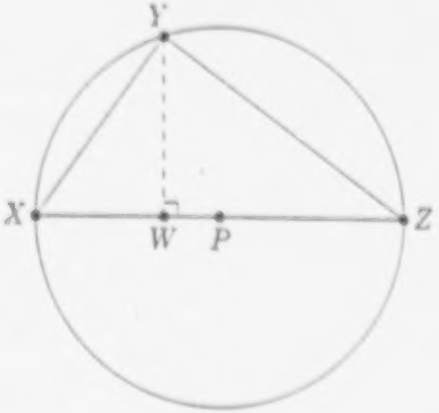
A stem and leaf plot

B pictograph

C circle graph

D bar graph

5. **The circle below represents a dart board having a 20-inch diameter.**



ΔXYZ is inscribed in circle P as shown and $YW = 9.6$ inches. If a dart lands in the interior of circle P, what is the probability that it will also land in the interior of ΔXYZ ?

A 0.15

B 0.31

C 0.46

D 0.61

6. The table below gives the nationwide data on the number of households with CD players and the number of CDs sold for 5 consecutive years.

Nationwide CD Data

CD player in household (in millions)	CD sales (in millions)
5.1	\$7.4
10.3	\$20.9
15.4	\$35.0
22.0	\$53.1
32.0	\$79.8

Find the equation of the line that best fits these data. (Let the number of "CD player in household" be your independent variable, x, and the number of "CD sales" be your dependent variable, y.)

A $y = {}^{-}6.6x + 2.7$

B $y = 0.4x + 2.4$

C $y = 2.4x + 0.4$

D $y = 2.7x - 6.6$

End-of-Course Results

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Table 1. 1990-91 to 1999-00 End-of-Course Multiple-Choice Test Results
Statewide Summary

	1990-91		1991-92		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98		1998-99		1999-00	
	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]	Number Tested	Partici-pation Index[1]
	Average Core[3]		Average Core		Average Core	Standard Deviation	Average Core	Standard Deviation	Average Core	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation	Average Scale Score	Standard Deviation
Algebra I[2]	60,988	77.7%	66,424	81.2%	70,114	86.4%	69,162	N/A	80,370	94.0%	82,635	96.6%	83,777	95.0%	83,124	95.8%	87,404	95.8%	90,109	95.3%
1985-86	41.1		40.4		39.9	9.6	55.1	9.1	54.7	9.3	55.0	9.7	55.6	9.7	57.0	9.7	58.0	9.6	59.5	10.5
Algebra II	35,828	43.6%	37,221	45.5%	38,909	49.6%	42,497	51.9%	44,928	55.3%	▨	▨	▨	▨	▨	▨	48,956	56.2%	52,451	58.1%
1986-87	38.8		38.2		38.8		37.6		38.3		▨	▨	▨	▨	▨	▨	60.0	10.9	61.1	11.0
Biology[2]	71,665	87.7%	71,832	91.5%	75,748	92.6%	74,840	92.2%	62,480	N/A	77,420	90.5%	78,723	92.0%	78,804	91.8%	76,872	88.7%	80,549	88.2%
1986-87	41.1		41.5		40.0	11.1	39.9	10.6	55.5	8.7	55.5	8.7	55.9	8.9	56.2	8.8	56.0	8.5	56.1	8.5
Chemistry	33,518	40.8%	34,682	42.4%	35,738	45.1%	38,462	47.0%	39,289	48.4%	▨	▨	▨	▨	▨	▨	41,261	47.3%	42,605	47.2%
1988-89	40.1		39.3		40.1		39.1		40.6		▨	▨	▨	▨	▨	▨	57.8	8.8	58.1	8.7
Economic, Legal, and Political Systems	76,593	97.6%	79,313	96.9%	79,070	97.4%	81,290	97.0%	83,597	97.8%	82,577	96.5%	82,611	93.4%	77,348	89.5%	77,740	85.1%	78,992	83.5%
1990-91	41.7		42.8		43.7	11.5	43.4	11.3	44.0	11.7	43.4	11.9	53.8	9.3	54.8	9.1	55.0	9.0	55.1	8.9
English I[2]	72,023	91.8%	75,381	92.1%	76,183	93.8%	81,685	97.5%	67,748	N/A	85,411	99.8%	89,500	100.0%	88,307	100.0%	89,679	98.3%	93,434	98.8%
1989-90	66.2		67.0		66.7	18.0	66.4	17.7	53.1	8.9	53.1	8.9	53.2	8.9	53.6	8.8	54.5	8.7	55.4	8.6
Geometry	44,325	54.2%	46,623	59.4%	49,494	60.1%	53,932	66.4%	55,657	66.4%	▨	▨	▨	▨	▨	▨	60,764	69.6%	64,572	70.7%
1988-89	38.8		39.1		38.8		38.6		38.6		▨	▨	▨	▨	▨	▨	58.4	9.9	59.1	10.0
Physical Science	63,962	81.5%	66,137	80.0%	63,036	77.6%	65,777	78.5%	66,106	77.3%	▨	▨	▨	▨	▨	▨	67,397	73.2%	67,066	70.9%
1990-91	39.9		41.1		41.3		40.2		42.9		▨	▨	▨	▨	▨	▨	54.5	9.0	54.9	8.7
Physics	9,711	11.5%	10,075	12.2%	10,754	13.2%	10,803	13.8%	10,935	13.4%	▨	▨	▨	▨	▨	▨	11,221	13.2%	11,429	13.1%
1989-90	39.4		39.4		39.5		39.7		40.2		▨	▨	▨	▨	▨	▨	56.8	9.2	57.1	9.0
U.S. History[2]	65,767	80.0%	65,329	79.9%	63,034	80.0%	65,872	80.5%	53,160	N/A	65,725	78.4%	68,613	79.9%	68,341	80.7%	70,187	80.0%	70,930	81.1%
1987-88	40.1		42.2		42.3	9.7	40.4	10.5	56.2	8.3	56.3	8.2	56.2	8.2	56.3	8.4	56.6	8.3	55.8	8.3

Notes: The year of implementation is listed below the subject. Beginning in 1993-94, where possible, scores for the entire accountability year are reported. The 1995-96 data are based on all cycles of testing for the July 1 to June 30 accountability year. Algebra I was scaled in 1993-94, and U.S. History, English I, and Biology in 1994-95 and 1995-96. Bold vertical lines between years indicate that the scores changed from mean raw core scores to mean scale scores and therefore, are not comparable across years separated by the bold vertical lines. Numbers to the left of these lines are mean raw core scores and numbers to the right are mean scale scores. From 1995-96 to 1997-98, five tests were administered statewide in the five high school subject areas. Other end-of-course multiple-choice tests were administered as a local option and are not depicted in this report. Beginning in 1998-99, the ten tests in the table above were mandated statewide. Data for 1995-96 through 1997-98 are not available for Algebra II, Chemistry, Geometry, Physical Science, and Physics as these tests were not mandated during this period.

[1] Participation Index is the number of students enrolled in the course, divided by the number of students who were in the eighth grade the year in which typical students in the course were in grade eight. For example, since English I is typically a ninth-grade course, the eighth grade membership for the previous year is the denominator.

[2] The Algebra I score in 1993-94 and the Biology, English I, and U.S. History scores in 1994-95 are the mean scale scores.

[3] Average core score is the mean raw score on the common items for all students.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 2. 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III by Ethnicity

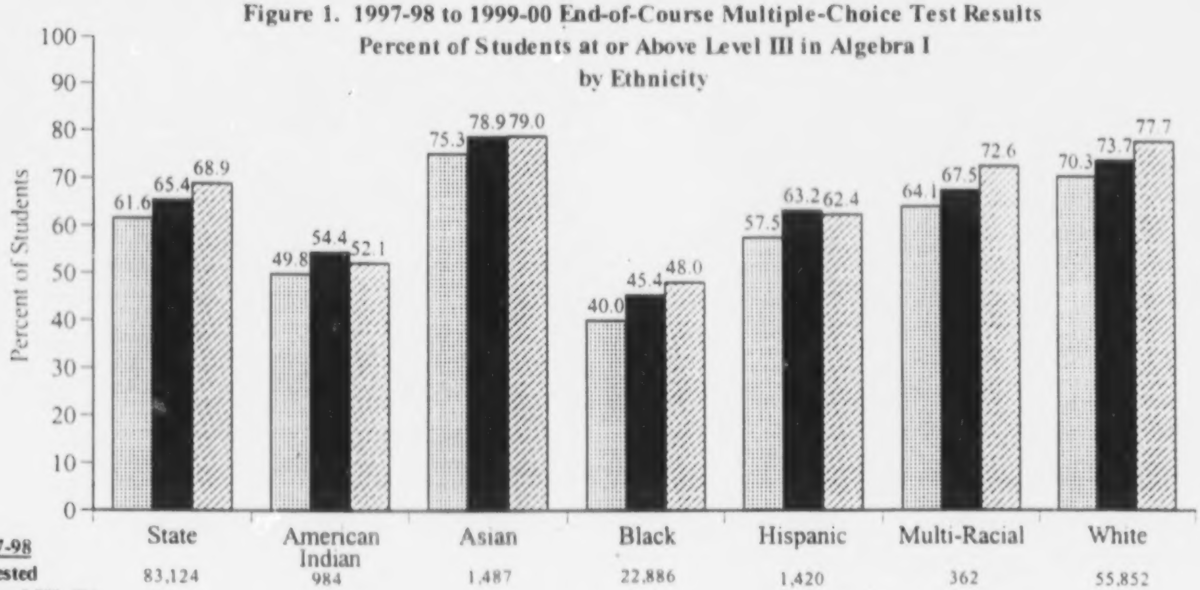
Course	Number of Students Tested	Mean Scale Score	Percent of Students at or Above Level III						
			State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
Algebra I	90,109	59.5	68.9	52.1	79.0	48.0	62.4	72.6	77.7
Algebra II	52,451	61.1	62.7	37.3	73.1	39.6	58.8	67.5	70.0
Biology	80,549	56.1	57.6	36.6	59.0	32.0	44.0	60	68.6
Chemistry	42,605	58.1	62.0	39.8	67.5	38.1	52.7	57.7	69.3
Economics, Legal, and Political Systems	78,992	55.1	67.3	41.9	68.3	45.9	53.3	70.5	77.6
English I	93,434	55.4	68.4	48.3	71.7	49.3	51.7	72.7	77.8
Geometry	64,572	59.1	60.0	37.6	68.4	32.4	51.9	57.1	70.6
Physical Science	67,066	54.9	57.1	32.4	59.6	33.0	42.6	61.0	69.5
Physics	11,429	57.1	72.9	45.9	72.4	46.3	64.8	66.7	77.9
U.S. History	70,930	55.8	46.9	27.4	50.3	24.6	38.6	48.8	56.5

Data received from LEAs after October 24, 2000 are not included in this table

Table 3. 1999-00 End-of-Course Multiple-Choice Tests
Achievement Level Ranges by Course

Course	Level I	Level II	Level III	Level IV
Algebra I	23-44	45-54	55-65	66-87
Algebra II	23-45	46-57	58-68	69-92
Biology	23-46	47-54	55-64	65-89
Chemistry	23-47	48-55	56-64	65-90
ELPS	21-42	43-51	52-60	61-87
English I	22-42	43-51	52-60	61-86
Geometry	23-45	46-56	57-66	67-91
Physical Science	23-43	44-53	54-63	64-89
Physics	23-42	43-51	52-62	63-87
U.S. History	23-47	48-56	57-64	65-90

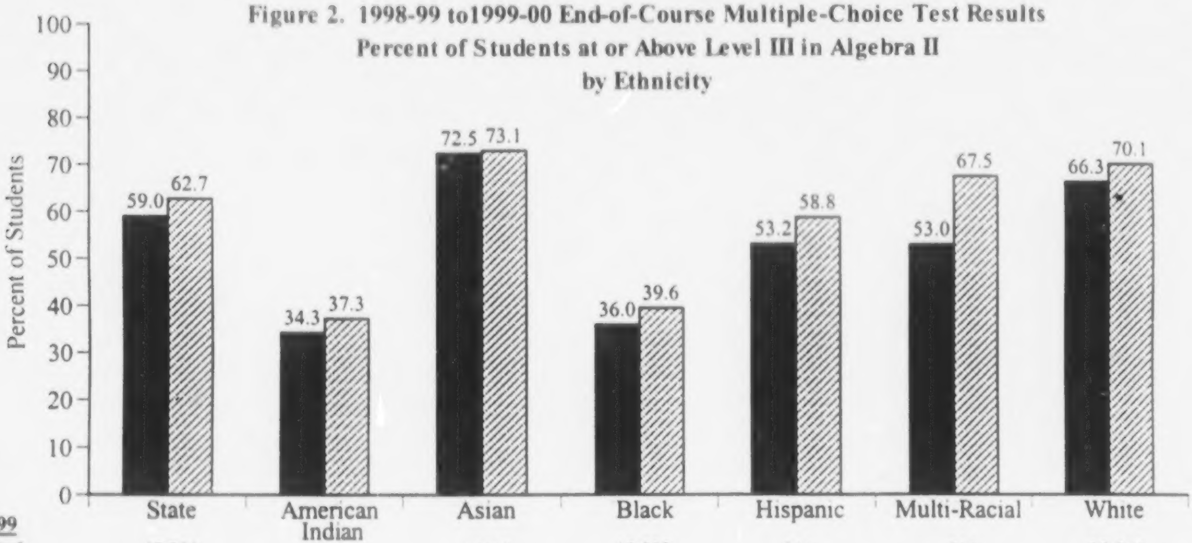
Figure 1. 1997-98 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Algebra I
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	83,124	984	1,487	22,886	1,420	362	55,852
N Level III, IV	51,166	490	1,120	9,158	816	232	39,274
1998-99							
N Tested	87,404	1,076	1,783	24,598	1,713	530	57,601
N Level III, IV	57,124	585	1,407	11,164	1,082	358	42,468
1999-00							
N Tested	90,109	1,224	1,755	24,656	2,094	649	59,667
N Level III, IV	62,085	638	1,386	11,835	1,307	471	46,361

▥ 1997-98 ■ 1998-99 ▨ 1999-00

Figure 2. 1998-99 to1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Algebra II
by Ethnicity



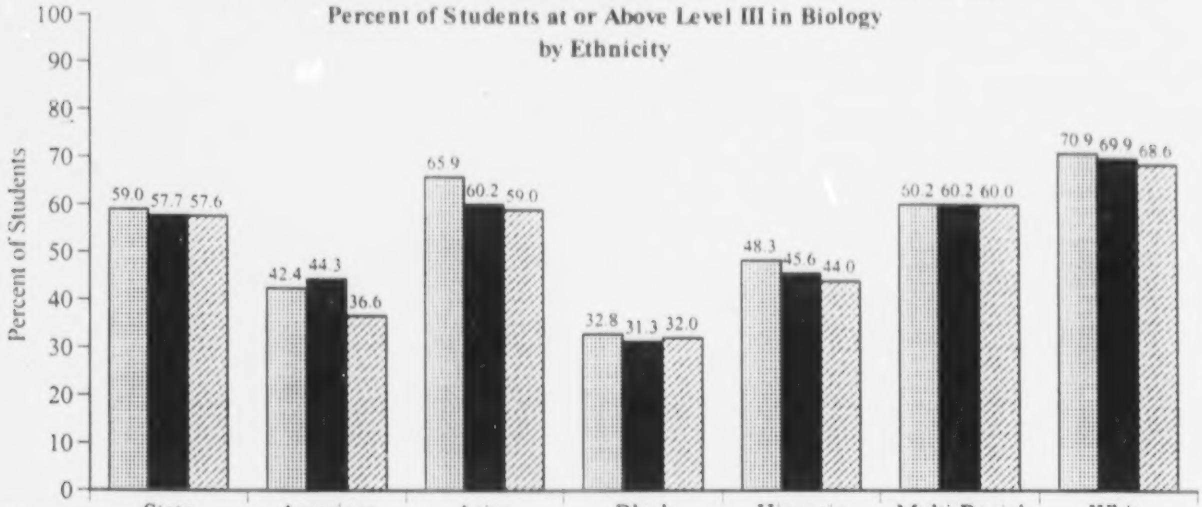
	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	48,956	563	1,202	11,028	744	283	35,060
N Level III, IV	28,881	193	872	3,972	396	150	23,255
1999-00							
N Tested	52,451	536	1,292	11,896	894	335	37,461
N Level III, IV	32,887	200	944	4,711	526	226	26,223

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.

Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available prior to 1998-99.

Data received from LEAs after October 24, 2000 are not included in these figures.

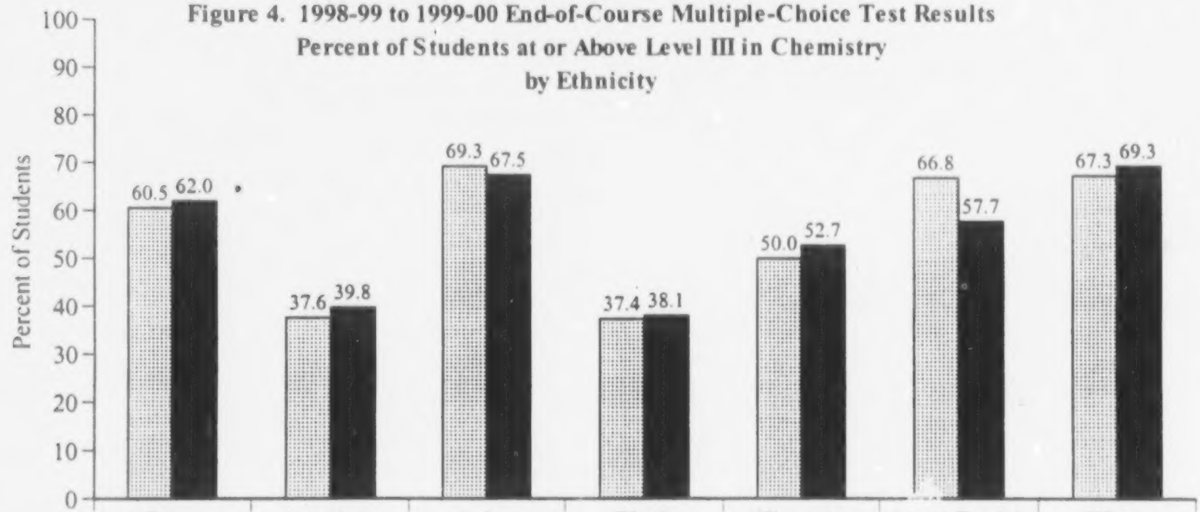
Figure 3. 1997-98 to 1999-00 End-of-Course Multiple-Choice Test Results Percent of Students at or Above Level III in Biology by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	78,804	996	1,445	22,749	1,325	352	51,811
N Level III, IV	46,506	422	952	7,469	640	212	36,742
1998-99							
N Tested	76,872	920	1,456	22,240	1,450	415	50,315
N Level III, IV	44,355	408	877	6,952	661	250	35,162
1999-00							
N Tested	80,549	1,091	1,669	21,514	1,758	555	53,931
N Level III, IV	46,396	399	985	6,884	774	333	36,997

▨ 1997-98 ■ 1998-99 ▨ 1999-00

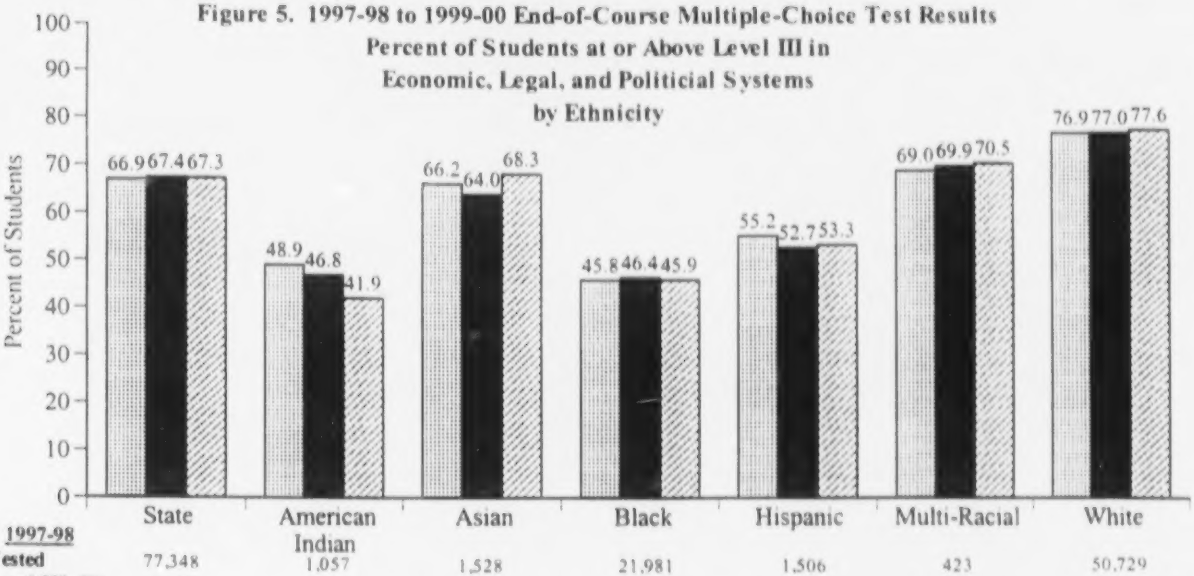
Figure 4. 1998-99 to 1999-00 End-of-Course Multiple-Choice Test Results Percent of Students at or Above Level III in Chemistry by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	41,261	476	1,087	8,656	572	202	30,205
N Level III, IV	24,943	179	753	3,236	286	135	20,321
1999-00							
N Tested	42,605	384	1,139	9,070	634	239	31,114
N Level III, IV	26,415	153	769	3,456	334	138	21,562

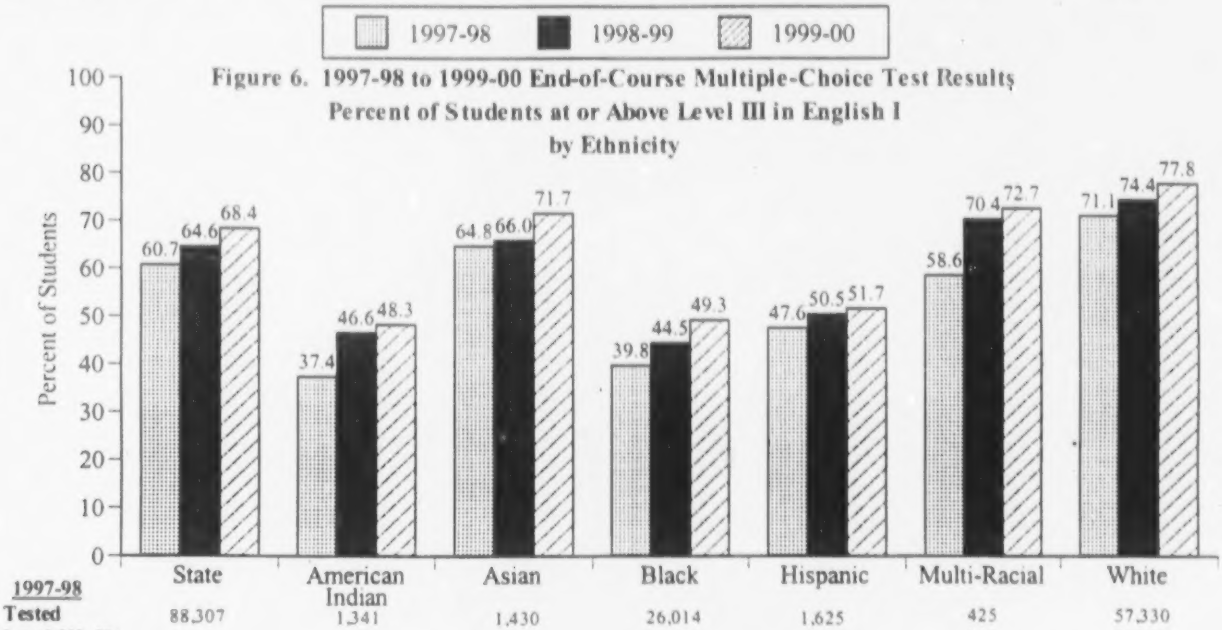
Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.
Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not available prior to 1998-99.
Data received from LEAs after October 15, 2000 are not included in these figures.

Figure 5. 1997-98 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in
Economic, Legal, and Politicial Systems
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	77,348	1,057	1,528	21,981	1,506	423	50,729
N Level III, IV	51,771	517	1,012	10,060	832	292	38,989
1998-99							
N Tested	77,740	1,060	1,679	21,311	1,650	515	51,398
N Level III, IV	52,380	496	1,074	9,894	870	360	39,589
1999-00							
N Tested	78,992	1,180	1,753	22,070	1,953	627	51,362
N Level III, IV	53,162	494	1,197	10,130	1,041	442	39,857

Figure 6. 1997-98 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in English I
by Ethnicity



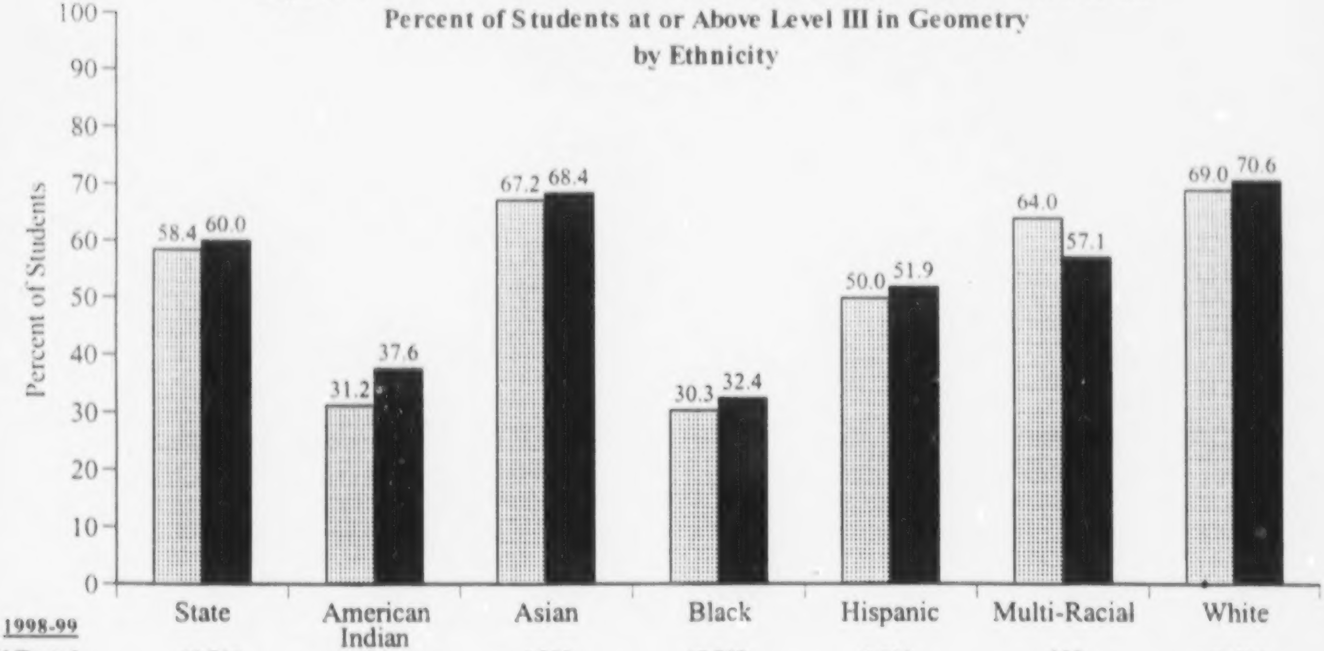
	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	88,307	1,341	1,430	26,014	1,625	425	57,330
N Level III, IV	53,632	501	926	10,356	774	249	40,740
1998-99							
N Tested	89,679	1,394	1,564	26,141	1,880	584	58,046
N Level III, IV	57,892	649	1,032	11,626	949	411	43,189
1999-00							
N Tested	93,434	1,371	1,672	26,873	2,347	714	60,426
N Level III, IV	63,909	662	1,199	13,204	1,213	519	47,011

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.

Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests ar not available prior to 1998-99.

Data received from LEAs after October 24, 2000 are not included in these figures.

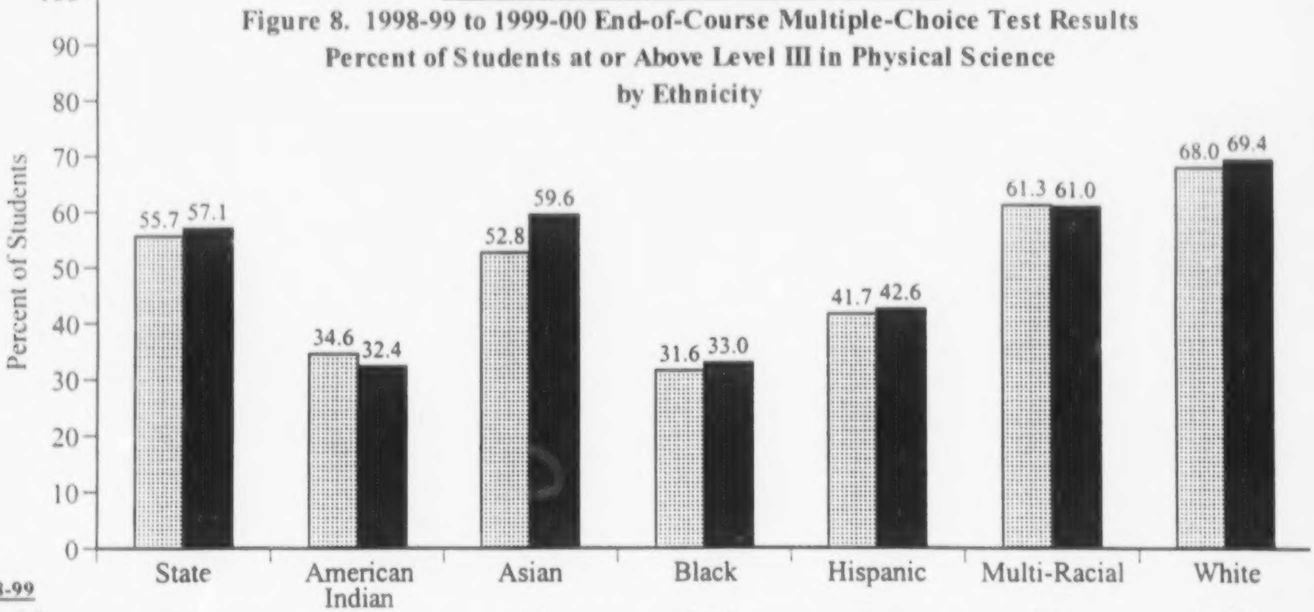
Figure 7. 1998-99 to 1999-00 End-of-Course Multiple-Choice Test Results Percent of Students at or Above Level III in Geometry by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	60,764	696	1,303	15,209	1,003	339	42,131
N Level III, IV	35,508	217	875	4,602	501	217	29,050
1999-00							
N Tested	64,572	742	1,614	16,333	1,223	438	44,180
N Level III, IV	38,743	279	1,104	5,292	635	250	31,191

▨ 1998-99 ■ 1999-00

Figure 8. 1998-99 to 1999-00 End-of-Course Multiple-Choice Test Results Percent of Students at or Above Level III in Physical Science by Ethnicity



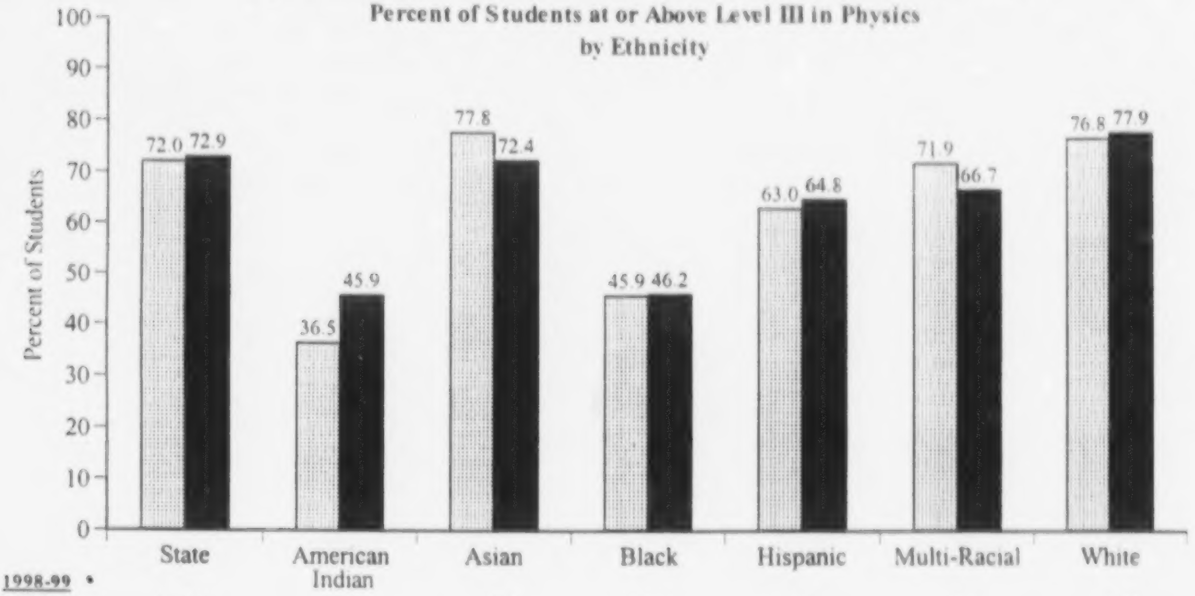
	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	67,397	962	1,130	20,300	1,509	455	42,967
N Level III, IV	37,522	333	597	6,417	630	279	29,229
1999-00							
N Tested	67,066	1,130	1,115	19,926	1,733	485	42,655
N Level III, IV	38,294	366	665	6576	738	296	29,603

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.

Beginning in the 1998-99 school year, Algebra II, Chemestry, Geometry, Physical Science, and Physics were mandated staewide. Data for these tests are not available prior to 1998-99.

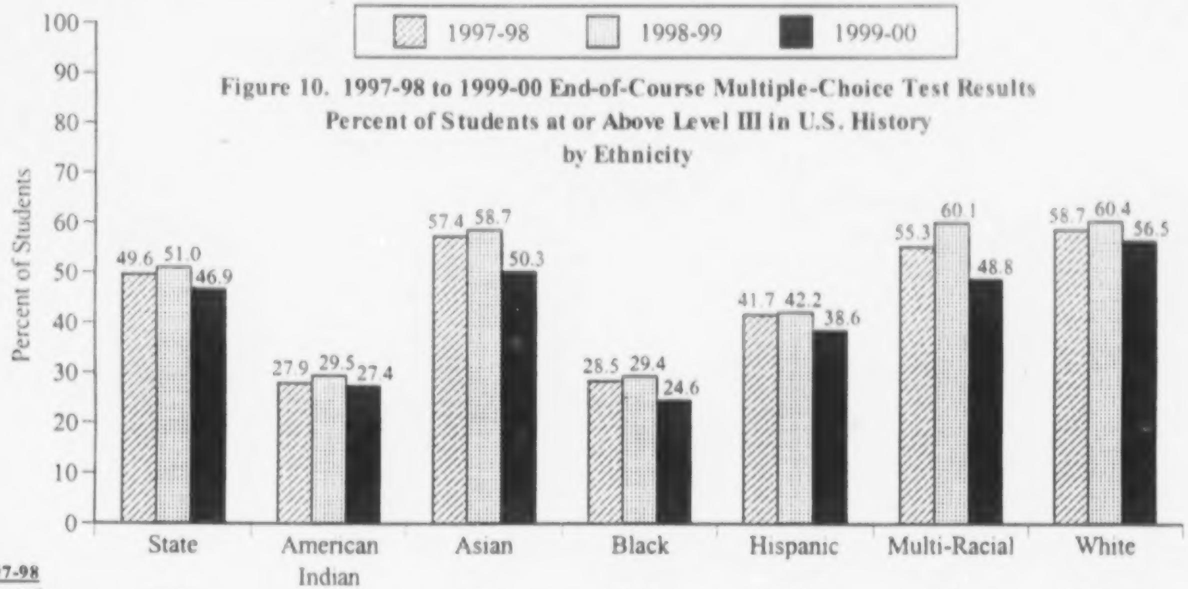
Data received from LEAs after October 24, 2000 are not included in these figures.

Figure 9. 1998-99 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in Physics
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1998-99							
N Tested	11,221	96	504	1,564	138	64	8,845
N Level III, IV	8,079	35	392	718	87	46	6,792
1999-00							
N Tested	11,429	61	537	1582	145	75	9,011
N Level III, IV	8,332	28	389	732	94	50	7,020

Figure 10. 1997-98 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students at or Above Level III in U.S. History
by Ethnicity



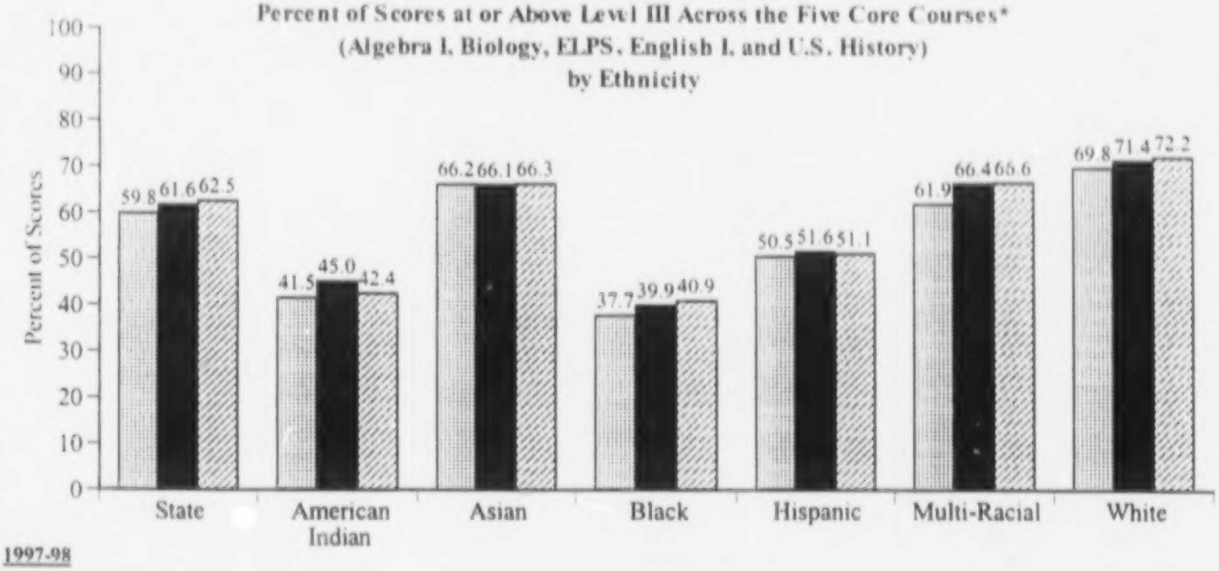
	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	68,341	836	1,229	19,114	1,057	282	45,680
N Level III, IV	33,879	233	706	5,442	441	156	26,829
1998-99							
N Tested	70,187	882	1,432	19,530	1,184	351	46,721
N Level III, IV	35,799	260	841	5,737	500	211	28,205
1999-00							
N Tested	70,930	873	1,436	19,491	1,315	389	47,351
N Level III, IV	33,266	239	722	4,795	508	190	26,753

Notes: "N Tested" and "N Level III, IV" for the ethnic categories do not sum to the "N Tested" and "N Level III, IV" for the state because some students did not indicate their ethnicity and therefore were reported in the state data only.

Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide. Data for these tests are not not available prior to 1998-99.

Data received from LEAs after October 24, 2000 are not included in these figures.

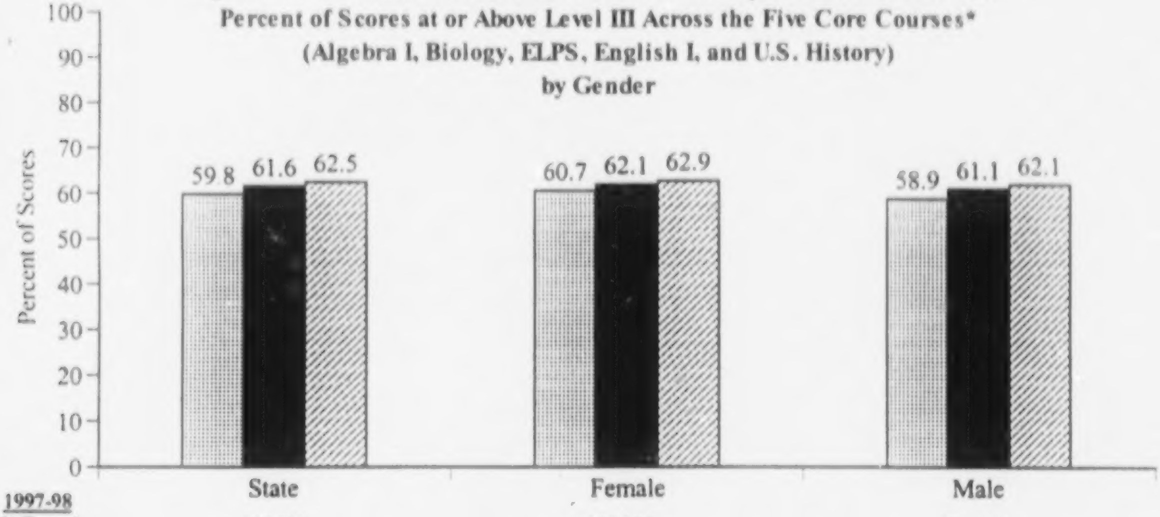
Figure 11. 1997-98 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Scores at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELPS, English I, and U.S. History)
by Ethnicity



	State	American Indian	Asian	Black	Hispanic	Multi-Racial	White
1997-98							
N Tested	395,924	5,214	7,119	112,744	6,933	1,844	261,402
N Level III, IV	236,954	2,163	4,716	42,485	3,503	1,141	182,574
1998-99							
N Tested	401,882	5,332	7,914	113,820	7,877	2,395	264,081
N Level III, IV	247,550	2,398	5,231	45,373	4,062	1,590	188,613
1999-00							
N Tested	414,014	5,739	8,285	114,064	9,467	2,934	272,737
N Level III, IV	258,711	2,433	5,489	46,898	4,841	1,955	196,965

▥ 1997-98 ■ 1998-99 ▨ 1999-00

Figure 12. 1997-98 to 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Scores at or Above Level III Across the Five Core Courses*
(Algebra I, Biology, ELPS, English I, and U.S. History)
by Gender



	State	Female	Male
1997-98			
N Tested	395,924	199,687	196,173
N Level III, IV	236,954	121,302	115,607
1998-99			
N Tested	401,882	202,411	199,424
N Level III, IV	247,550	125,726	121,802
1999-00			
N Tested	414,008	208,027	205,981
N Level III, IV	258,711	130,880	127,830

Notes: *As of 1998-99, five additional courses were mandated. Since there is no data available prior to 1998-99 for these five courses, they are not included in these figures.
"N Tested" and "N Level III,IV" for the ethnic and gender categories do not sum to the "N Tested" and "N Level III, IV" for the state
because some students did not indicate their ethnicity and/or gender and therefore were reported in the state data only.
Data received from LEAs after October 15, 2000 are not included in these figures.

Table 4. 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Ethnicity

		Algebra I		Algebra II		Biology		Chemistry		ELPS	
		N	%	N	%	N	%	N	%	N	%
Achievement Level I	American Indian	182	14.9	133	24.8	274	25.1	95	24.7	281	23.8
	Asian	114	6.5	68	5.3	232	13.9	119	10.4	186	10.6
	Black	4.396	17.8	2.185	18.4	5.681	26.4	2.158	23.8	4,004	18.1
	Hispanic	238	11.4	79	8.8	381	21.7	92	14.5	303	15.5
	Multi-Racial	46	7.1	25	7.5	56	10.1	41	17.2	53	8.5
	White	3.160	5.3	2.241	6.0	3.953	7.3	2.404	7.7	2.560	5.0
Achievement Level II	American Indian	404	33	203	37.9	418	38.3	136	35.4	404	34.2
	Asian	255	14.5	280	21.7	452	27.1	251	22	370	21.1
	Black	8.417	34.1	5.005	42.1	8,943	41.6	3,455	38.1	7,945	36.0
	Hispanic	550	26.3	289	32.3	604	34.4	208	32.8	609	31.2
	Multi-Racial	132	20.3	84	25.1	166	29.9	60	25.1	132	21.1
	White	10.144	17.0	8.980	24.0	13.008	24.1	7.147	23.0	8.967	17.5
Achievement Level III	American Indian	466	38.1	152	28.4	330	30.2	131	34.1	363	30.8
	Asian	568	32.4	398	30.8	565	33.9	402	35.3	589	33.6
	Black	8.896	36.1	3,684	31.0	6.026	28	2.819	31.1	7,711	34.9
	Hispanic	852	40.7	366	40.9	603	34.3	237	37.4	673	34.5
	Multi-Racial	282	43.5	132	39.4	226	40.7	84	35.1	258	41.1
	White	23.890	40.0	14.106	37.7	25.184	46.7	13.046	41.9	20.808	40.5
Achievement Level IV	American Indian	172	14.1	48	9.0	69	6.3	22	*	132	11.2
	Asian	818	46.6	546	42.3	420	25.2	367	32.2	608	34.7
	Black	2,947	12.0	1,022	8.6	864	4.0	638	7.0	2,410	10.9
	Hispanic	454	21.7	160	17.9	170	9.7	97	15.3	368	18.8
	Multi-Racial	189	29.1	94	28.1	107	19.3	54	22.6	184	29.3
	White	22.473	37.7	12.134	32.4	11.786	21.9	8.517	27.4	19.027	37.0
Percent at or above Level III[1]	American Indian	638	52.1	200	37.3	399	36.6	153	39.8	495	42.0
	Asian	1,386	79.0	944	73.1	985	59.0	769	67.5	1,197	68.3
	Black	11,843	48.0	4,706	39.6	6.890	32.0	3,457	38.1	10,121	45.9
	Hispanic	1,306	62.4	526	58.8	773	44.0	334	52.7	1,041	53.3
	Multi-Racial	471	72.6	226	67.5	333	60.0	138	57.7	442	70.5
	White	46.363	77.7	26.240	70.1	36.970	68.6	21.563	69.3	39.835	77.6

		Algebra I		Algebra II		Biology		Chemistry		ELPS	
		N	%	N	%	N	%	N	%	N	%
State Results	American Indian	1,224	1.4	536	1.0	1,091	1.4	384	0.9	1,180	1.5
	Asian	1,755	1.9	1,292	2.5	1,669	2.1	1,139	2.7	1,753	2.2
	Black	24,656	27.4	11,896	22.7	21.514	26.7	9,070	21.3	22,070	28.0
	Hispanic	2,094	2.3	894	1.7	1,758	2.2	634	1.5	1,953	2.5
	Multi-Racial	649	0.7	335	0.6	555	0.7	239	0.6	627	0.8
	White	59.667	66.3	37.461	71.5	53.931	67.0	31.114	73.1	51.362	65.1
	Total	90.045		52.414		80.518		42.580		78.945	

Notes [1] "Percent at or above Level III" is calculated based on actual N-counts and is not summed

*No scores are reported for groups with fewer than thirty students

Due to rounding, some ethnicity categories in some subjects may not sum to 100%

When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other"

Data received from LEAs after October 24, 2000 are not included in this table

Table 4. 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Ethnicity (continued)

		English I		Geometry		Physical Science		Physics		U.S. History	
		N	%	N	%	N	%	N	%	N	%
Achievement Level I	American Indian	223	16.3	117	15.8	319	28.2	15	•	238	27.3
	Asian	112	6.7	112	6.9	125	11.2	36	6.7	256	17.8
	Black	3.521	13.1	3.523	21.6	4.098	20.6	231	14.6	6,007	30.8
	Hispanic	315	13.4	139	11.4	329	19.0	19	•	259	19.7
	Multi-Racial	43	6.0	44	10.0	53	10.9	2	•	49	12.6
	White	2.729	4.5	2.279	5.2	2.518	5.9	330	3.7	4.977	10.5
Achievement Level II	American Indian	486	35.4	346	46.6	445	39.4	18	•	396	45.4
	Asian	361	21.6	398	24.7	325	29.1	112	20.9	458	31.9
	Black	10,111	37.6	7,510	46.0	9,261	46.5	619	39.1	8,681	44.5
	Hispanic	818	34.9	449	36.7	665	38.4	32	22.1	549	41.7
	Multi-Racial	152	21.3	144	32.9	136	28.0	23	•	150	38.6
	White	10.656	17.6	10.731	24.3	10.508	24.6	1.657	18.4	15.618	33.0
Achievement Level III	American Indian	497	36.3	207	27.9	296	26.2	22	•	188	21.5
	Asian	599	35.8	513	31.8	457	41.0	194	36.1	453	31.5
	Black	10,369	38.6	4.342	26.6	5.781	29	620	39.2	3,999	20.5
	Hispanic	858	36.6	447	36.5	615	35.5	62	42.8	394	30.0
	Multi-Racial	310	43.4	157	35.8	213	43.9	27	36.0	132	33.9
	White	25.099	41.5	17.840	40.4	20.155	47.3	4.198	46.6	17.933	37.9
Achievement Level IV	American Indian	165	12.0	72	9.7	70	6.2	6	•	51	5.8
	Asian	600	35.9	591	36.6	208	18.7	195	36.3	269	18.7
	Black	2,871	10.7	958	5.9	786	3.9	112	7.1	804	4.1
	Hispanic	356	15.2	188	15.4	124	7.2	32	22.1	113	8.6
	Multi-Racial	209	29.3	93	21.2	83	17.1	23	•	58	14.9
	White	21,942	36.3	13,330	30.2	9,474	22.2	2,826	31.4	8.823	18.6
Percent at or above Level III'	American Indian	662	48.3	279	37.6	366	32.4	28	•	239	27.4
	Asian	1,199	71.7	1,104	68.4	665	59.6	389	72.4	722	50.3
	Black	13,241	49.3	5,300	32.4	6,567	33.0	732	46.3	4,803	24.6
	Hispanic	1,214	51.7	635	51.9	739	42.6	94	64.8	507	38.6
	Multi-Racial	519	72.7	250	57.1	296	61.0	50	66.7	190	48.8
	White	47.041	77.9	31.170	70.6	29.629	69.5	7.024	78.0	26.756	56.5

		English I		Geometry		Physical Science		Physics		U.S. History	
		N	%	N	%	N	%	N	%	N	%
State Results	American Indian	1,371	1.4	742	1.0	1,130	1.4	61	0.9	873	1.5
	Asian	1,672	1.9	1,614	2.5	1,115	2.1	537	2.7	1,436	2.2
	Black	26,873	27.4	16,333	22.7	19,926	26.7	1,582	21.3	19,491	28.0
	Hispanic	2.347	2.3	1,223	1.7	1,733	2.2	145	1.5	1,315	2.5
	Multi-Racial	714	0.1	438	0.6	485	0.7	75	0.6	389	0.8
	White	60.426	66.3	44.180	71.5	42.655	67.0	9.011	73.1	47.351	65.1
	Total	93.403		64.530		67.044		11.411		70.855	

Notes: '"Percent at or above Level III" is calculated based on actual N-counts and is not summed
•No scores are reported for groups with fewer than thirty students
Due to rounding, some ethnicity categories in some courses may not sum to 100%
When summed, ethnic N-counts may not match the state N-counts because students may not have coded in an ethnic category or they may have coded in "Other"
Data received from LEAs after October 24, 2000 are not included in this table

Table 5. 1999-00 End-of-Course Multiple-Choice Test Results
Percent of Students by Achievement Level, by Course and Gender

		Algebra I		Algebra II		Biology		Chemistry		ELPS		English I		Geometry		Physical Science		Physics		U.S. History	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Achievement Level I	Male	4,708	10.5	2,175	9.1	5,623	14.1	2,044	10.9	4,048	10.3	4,830	10.2	2,733	9.1	3,947	11.6	262	4.2	5,347	15.5
	Female	3,436	7.6	2,560	9.0	4,964	12.2	2,869	12.0	3,348	8.4	2,116	4.6	3,490	10.1	3,500	10.6	371	7.1	6,455	17.7
Achievement Level II	Male	9,904	22.1	6,616	27.7	10,945	27.5	4,384	23.4	8,607	21.9	12,620	26.6	8,506	28.3	9,563	28.1	1,045	16.9	11,519	33.4
	Female	10,012	22.1	8,238	28.8	12,660	31.1	6,879	28.8	9,829	24.8	9,970	21.7	11,084	32.1	11,787	35.7	1,417	26.9	14,357	39.4
Achievement Level III	Male	16,953	37.8	8,391	35.2	15,937	40.0	7,152	38.3	14,370	36.5	18,579	39.1	11,029	36.6	13,759	40.4	2,658	43.1	11,719	34.0
	Female	18,017	39.8	10,464	36.6	17,002	41.8	9,572	40.0	16,052	40.5	19,166	41.7	12,492	36.2	13,763	41.7	2,472	47.0	11,404	31.3
Achievement Level IV	Male	13,269	29.6	6,667	28.0	7,336	18.4	5,117	27.4	12,313	31.3	11,453	24.1	7,825	26.0	6,757	19.9	2,202	35.7	5,901	17.1
	Female	13,809	30.5	7,339	25.7	6,082	14.9	4,588	19.2	10,424	26.3	14,698	32.0	7,412	21.5	3,989	12.1	1,002	19.0	4,226	11.6
Percent at or above Level III*	Male	30,222	67.4	15,058	63.1	23,273	58.4	12,269	65.6	26,683	67.8	30,032	63.2	18,854	62.7	20,516	60.3	4,860	78.8	17,620	51.1
	Female	31,826	70.3	17,803	62.2	23,084	56.7	14,160	59.2	26,476	66.8	33,864	73.7	19,904	57.7	17,752	53.7	3,474	66.0	15,630	42.9

		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
State Results	Male	44,834	49.8	23,849	45.5	39,841	49.5	18,697	43.9	39,338	49.8	47,482	50.8	30,093	46.6	34,026	50.7	6,167	54.0	34,486	48.6
	Female	45,274	50.2	28,601	54.5	40,708	50.5	23,908	56.1	39,653	50.2	45,950	49.2	34,478	53.4	33,039	49.3	5,262	46.0	36,442	51.4

Notes: *"Percent at or above Level III" is calculated based on actual N-counts and is not summed
Due to rounding, some categories in some courses may not sum to 100%
When summed, male and female N-counts may not match the state N-counts because students may not have identified themselves as male or female
Data received from LEAs after October 24, 2000 are not included in this table

Table 6. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	90,109	100.0	68.9	59.5
	Not Exceptional	70,876	83.2	65.8	58.1
	Academically Gifted	13,643	16.0	97.2	70.1
	Students with Disabilities	5,576	6.5	37.9	51.5
	Behaviorally Emotionally Handicapped	347	0.4	25.1	47.7
	Hearing Impaired	102	0.1	45.1	52.9
	Educable Mentally Handicapped	545	0.6	9.2	43.7
	Specific Learning Disabled	3,704	4.3	41.3	52.4
	Speech-Language Impaired	59	0.1	49.2	55.0
	Visually Impaired	46	0.1	56.5	56.3
	Other Health Impaired	518	0.6	44.8	53.2
	Orthopedically Impaired	51	0.1	39.2	51.7
	Traumatic Brain Injured	18	0.0	*	*
	Other Exceptional Classifications	186	0.2	47.8	54.3
	Section 504	620	0.7	61.5	57.0
	Limited English Proficient	522	0.6	66.3	58.5
	Not Served by Title 1	85,229	94.6	69.1	59.6
	Schoolwide Title 1 Program	3,836	4.3	64.3	58.6
	Targeted Assistance	185	0.2	78.4	62.8
	Migrant	260	0.3	57.7	56.9
Algebra II	All Students	52,451	100.0	62.7	61.1
	Not Exceptional	43,226	85.3	57.9	59.5
	Academically Gifted	8,063	15.9	90.6	70.0
	Students with Disabilities	1,039	2.1	49.0	57.3
	Behaviorally Emotionally Handicapped	18	0.0	*	*
	Hearing Impaired	45	0.1	35.6	55.1
	Educable Mentally Handicapped	11	0.0	*	*
	Specific Learning Disabled	710	1.4	48.2	57.1
	Speech-Language Impaired	12	0.0	*	*
	Visually Impaired	15	0.0	*	*
	Other Health Impaired	122	0.2	56.6	60.0
	Orthopedically Impaired	23	0.0	*	*
	Traumatic Brain Injured	8	0.0	*	*
	Other Exceptional Classifications	75	0.1	58.7	58.4
	Section 504	248	0.5	64.1	60.3
	Limited English Proficient	160	0.3	57.5	61.4
	Not Served by Title 1	50,682	96.6	63.2	61.2
	Schoolwide Title 1 Program	1,230	2.3	49.8	57.8
	Targeted Assistance	41	0.1	17.1	49.0
	Migrant	207	0.4	23.2	52.7

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 6. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Biology	All Students	80,549	100.0	57.6	56.1
	Not Exceptional	66,739	86.0	55.5	55.5
	Academically Gifted	8,185	10.6	95.8	65.0
	Students with Disabilities	5,609	7.2	26.3	49.3
	Behaviorally Emotionally Handicapped	389	0.5	19.8	47.3
	Hearing Impaired	77	0.1	37.7	51.5
	Educable Mentally Handicapped	572	0.7	4.0	42.7
	Specific Learning Disabled	3,697	4.8	27.9	50.0
	Speech-Language Impaired	46	0.1	26.1	49.7
	Visually Impaired	57	0.1	57.9	55.9
	Other Health Impaired	501	0.6	35.7	51.0
	Orthopedically Impaired	42	0.1	45.2	54.1
	Traumatic Brain Injured	21	0.0	*	*
	Other Exceptional Classifications	207	0.3	32.9	51.2
	Section 504	489	0.6	41.3	52.8
	Limited English Proficient	488	0.6	19.7	48.3
	Not Served by Title 1	77,568	96.3	58.2	56.2
	Schoolwide Title 1 Program	2,019	2.5	38.0	52.3
	Targeted Assistance	69	0.1	40.6	50.0
	Migrant	323	0.4	53.3	55.0
Chemistry	All Students	42,605	100.0	62.0	58.1
	Not Exceptional	35,122	85.2	57.1	56.9
	Academically Gifted	6,832	16.6	88.6	64.5
	Students with Disabilities	628	1.5	51.8	56.2
	Behaviorally Emotionally Handicapped	16	0.0	*	*
	Hearing Impaired	24	0.1	*	*
	Educable Mentally Handicapped	4	0.0	*	*
	Specific Learning Disabled	427	1.0	48.7	55.6
	Speech-Language Impaired	8	0.0	*	*
	Visually Impaired	13	0.0	*	*
	Other Health Impaired	79	0.2	62.0	58.5
	Orthopedically Impaired	8	0.0	*	*
	Traumatic Brain Injured	3	0.0	*	*
	Other Exceptional Classifications	46	0.1	67.4	60.3
	Section 504	194	0.5	61.3	57.9
	Limited English Proficient	116	0.3	49.1	55.4
	Not Served by Title 1	41,222	96.8	62.6	58.2
	Schoolwide Title 1 Program	1,053	2.5	44.6	54.7
	Targeted Assistance	12	0.0	*	*
	Migrant	160	0.4	50.0	55.7

Notes *No scores are reported for groups with fewer than thirty students

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional The "All Students" and "Not Exceptional" categories are added for the purpose of comparison

Data received from LEAs after October 24, 2000 are not included in this table

Table 6. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Economic, Legal, and Political Systems	All Students	78,992	100.0	67.3	55.1
	Not Exceptional	66,207	87.0	66.9	54.8
	Academically Gifted	7,134	9.4	98.3	64.1
	Students with Disabilities	5,636	7.4	33.2	47.6
	Behaviorally Emotionally Handicapped	513	0.7	24.2	45.1
	Hearing Impaired	76	0.1	34.2	48.9
	Educable Mentally Handicapped	578	0.8	5.5	41.2
	Specific Learning Disabled	3,617	4.8	37.1	48.5
	Speech-Language Impaired	58	0.1	34.5	49.5
	Visually Impaired	38	0.0	60.5	54.3
	Other Health Impaired	497	0.7	38.8	49.3
	Orthopedically Impaired	25	0.0	*	*
	Traumatic Brain Injured	19	0.0	*	*
	Other Exceptional Classifications	215	0.3	43.7	49.7
	Section 504	584	0.7	52.7	52.3
	Limited English Proficient	648	0.8	31.0	47.4
	Not Served by Title 1	76,067	96.3	67.7	55.2
	Schoolwide Title 1 Program	1,905	2.4	55.7	52.5
	Targeted Assistance	82	0.1	34.1	47.5
	Migrant	305	0.4	57.4	52.5
English I	All Students	93,434	100.0	68.4	55.4
	Not Exceptional	75,971	84.8	69.4	55.2
	Academically Gifted	9,014	10.1	99.2	65.6
	Students with Disabilities	8,433	9.4	26.2	46.6
	Behaviorally Emotionally Handicapped	808	0.9	21.2	45.1
	Hearing Impaired	97	0.1	41.2	50.1
	Educable Mentally Handicapped	885	1.0	4.9	41.6
	Specific Learning Disabled	5,429	6.1	27.5	47.0
	Speech-Language Impaired	100	0.1	36.0	48.8
	Visually Impaired	49	0.1	57.1	52.3
	Other Health Impaired	747	0.8	36.1	48.6
	Orthopedically Impaired	47	0.1	48.9	51.4
	Traumatic Brain Injured	23	0.0	*	*
	Other Exceptional Classifications	248	0.3	41.1	50.1
	Section 504	671	0.7	49.9	52.1
	Limited English Proficient	736	0.8	23.4	46.7
	Not Served by Title 1	89,624	95.9	69.2	55.6
	Schoolwide Title 1 Program	2,462	2.6	49.1	51.3
	Targeted Assistance	108	0.1	31.5	48.3
	Migrant	450	0.5	53.3	51.6

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 6. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Geometry	All Students	64,572	100.0	60.0	59.1
	Not Exceptional	54,278	87.1	55.1	57.7
	Academically Gifted	8,627	13.8	94.0	68.8
	Students with Disabilities	1,660	2.7	44.6	55.1
	Behaviorally Emotionally Handicapped	63	0.1	38.1	52.6
	Hearing Impaired	41	0.1	39.0	54.5
	Educable Mentally Handicapped	24	0.0	*	*
	Specific Learning Disabled	1,185	1.9	42.9	54.8
	Speech-Language Impaired	15	0.0	*	*
	Visually Impaired	21	0.0	*	*
	Other Health Impaired	174	0.3	52.9	56.9
	Orthopedically Impaired	17	0.0	*	*
	Traumatic Brain Injured	7	0.0	*	*
	Other Exceptional Classifications	113	0.2	52.2	55.8
	Section 504	316	0.5	50.3	56.9
	Limited English Proficient	238	0.4	50.8	57.3
	Not Served by Title 1	62,305	96.5	60.7	59.3
	Schoolwide Title 1 Program	1,559	2.4	36.6	53.8
	Targeted Assistance	56	0.1	23.2	50.3
	Migrant	241	0.4	49.0	56.3
Physical Science	All Students	67,066	100.0	57.1	54.9
	Not Exceptional	56,771	88.6	56.6	54.6
	Academically Gifted	4,672	7.3	95.3	64.8
	Students with Disabilities	5,530	8.6	30.0	49.0
	Behaviorally Emotionally Handicapped	484	0.8	16.5	45.8
	Hearing Impaired	68	0.1	33.8	50.6
	Educable Mentally Handicapped	546	0.9	4.9	42.7
	Specific Learning Disabled	3,607	5.6	33.8	49.9
	Speech-Language Impaired	45	0.1	31.1	52.0
	Visually Impaired	25	0.0	*	*
	Other Health Impaired	509	0.8	37.1	50.9
	Orthopedically Impaired	35	0.1	42.9	52.5
	Traumatic Brain Injured	21	0.0	*	*
	Other Exceptional Classifications	190	0.3	37.4	51.2
	Section 504	443	0.7	45.8	52.3
	Limited English Proficient	630	0.9	20.6	47.1
	Not Served by Title 1	64,055	95.5	58.1	55.1
	Schoolwide Title 1 Program	2190	3.3	32.2	49.7
	Targeted Assistance	86	0.1	36.0	49.5
	Migrant	289	0.4	44.3	52.3

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 6. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Academically Gifted, Exceptional, Limited English Proficient, and Title I Students by Course

Course	Category	Number Tested	Percent**	Percent at or above Level III	Mean Scale Score
Physics	All Students	11,429	100.0	72.9	57.1
	Not Exceptional	8,260	75.1	67.8	55.9
	Academically Gifted	3,032	27.6	87.0	60.6
	Students with Disabilities	135	1.2	70.4	57.3
	Behaviorally Emotionally Handicapped	4	0.0	*	*
	Hearing Impaired	2	0.0	*	*
	Educable Mentally Handicapped	1	0.0	*	*
	Specific Learning Disabled	88	0.8	68.2	58.0
	Speech-Language Impaired	3	0.0	*	*
	Visually Impaired	4	0.0	*	*
	Other Health Impaired	14	0.1	*	*
	Orthopedically Impaired	2	0.0	*	*
	Traumatic Brain Injured	0	0.0	*	*
	Other Exceptional Classifications	17	0.2	*	*
	Section 504	47	0.4	74.5	57.3
	Limited English Proficient	38	0.3	65.8	57.5
	Not Served by Title 1	10,996	96.2	73.4	57.3
	Schoolwide Title 1 Program	263	2.3	65.0	54.6
	Targeted Assistance	3	0.0	*	*
	Migrant	38	0.3	52.6	50.4
U. S. History	All Students	70,930	100.0	46.9	55.8
	Not Exceptional	59,911	88.4	43.8	55.2
	Academically Gifted	6,856	10.1	89.3	64.1
	Students with Disabilities	4,130	6.1	21.1	49.5
	Behaviorally Emotionally Handicapped	214	0.3	16.8	47.2
	Hearing Impaired	69	0.1	18.8	50.2
	Educable Mentally Handicapped	500	0.7	3.2	43.1
	Specific Learning Disabled	2,704	4.0	23.8	50.3
	Speech-Language Impaired	42	0.1	14.3	48.8
	Visually Impaired	35	0.1	51.4	56.3
	Other Health Impaired	357	0.5	20.2	50.6
	Orthopedically Impaired	42	0.1	33.3	53.0
	Traumatic Brain Injured	18	0.0	*	*
	Other Exceptional Classifications	149	0.2	34.9	53.4
	Section 504	456	0.6	40.1	54.2
	Limited English Proficient	378	0.5	22.5	50.0
	Not Served by Title 1	67,785	95.6	47.4	55.9
	Schoolwide Title 1 Program	2,068	2.9	35.0	53.3
	Targeted Assistance	97	0.1	16.5	46.8
	Migrant	367	0.5	36.0	53.4

Notes: *No scores are reported for groups with fewer than thirty students.

**Percent for "Not Exceptional" through "Other Exceptional Classifications" is based on the sum of the students in those categories. Percent for "Section 504" through "Migrant" is based on the number tested in the "All Students" category.

"Not Exceptional", "Academically Gifted", and "Students with Disabilities" do not sum to "All Students" because some students did not indicate whether or not they were classified exceptional. The "All Students" and "Not Exceptional" categories are added for the purpose of comparison.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 7. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Algebra I	All Students	90,109	100.0	68.9	59.5
	Braille Edition	8	0.1	*	*
	Large Print	35	0.5	62.9	58.3
	Assistive Technology	3	0.0	*	*
	Braille Writer	7	0.1	*	*
	Cranmer Abacus	2	0.0	*	*
	Dictation to Scribe	22	0.3	*	*
	Interpreter Signs Test***	17	0.2	*	*
	Magnification Devices	8	0.1	*	*
	Student Marks in Test Book	733	10.2	35.7	51.3
	Test Administrator Reads Test Aloud***	1,079	15.0	22.9	48.0
	Use of Typewriter or Word Processor	7	0.1	*	*
	Hospital/Home Testing	42	0.6	45.2	51.6
	Multiple Test Sessions	342	4.7	30.7	50.5
	Scheduled Extended Time	2,755	38.2	38.6	51.7
	Testing in a Separate Room	2,077	28.8	30.4	49.7
	English/Native Language Dictionary/Electronic Translator	61	0.8	63.9	59.3
	Approved AR-99**	5	0.1	*	*
Algebra II	All Students	52,451	100.0	62.7	61.1
	Braille Edition	2	0.2	*	*
	Large Print	7	0.8	*	*
	Assistive Technology	2	0.2	*	*
	Braille Writer	2	0.2	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	6	0.7	*	*
	Interpreter Signs Test***	9	1.0	*	*
	Magnification Devices	2	0.2	*	*
	Student Marks in Test Book	68	7.5	58.8	61.1
	Test Administrator Reads Test Aloud***	58	6.4	41.4	54.8
	Use of Typewriter or Word Processor	6	0.7	*	*
	Hospital/Home Testing	15	1.7	*	*
	Multiple Test Sessions	33	3.6	42.4	56.2
	Scheduled Extended Time	429	47.2	55.2	58.8
	Testing in a Separate Room	240	26.4	47.1	57.1
	English/Native Language Dictionary/Electronic Translator	29	3.2	*	*
	Approved AR-99**	0	0.0	*	*

Notes *No scores are reported for groups with fewer than thirty students

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

Data received from LEAs after October 24, 2000 are not included in this table

***The Interpreter Signs Test and Test Administor Reads Test Aloud accomodations are prohibited from use during the administration of state tests that measure reading skills

Table 7. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Biology	All Students	80,549	100.0	57.6	56.1
	Braille Edition	10	0.1	*	*
	Large Print	29	0.4	*	*
	Assistive Technology	1	0.0	*	*
	Braille Writer	5	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	20	0.3	*	*
	Interpreter Signs Test***	13	0.2	*	*
	Magnification Devices	4	0.1	*	*
	Student Marks in Test Book	578	7.9	25.4	49.6
	Test Administrator Reads Test Aloud***	1,738	23.9	13.5	47.0
	Use of Typewriter or Word Processor	3	0.0	*	*
	Hospital/Home Testing	42	0.6	47.6	52.4
	Multiple Test Sessions	197	2.7	17.3	48.1
	Scheduled Extended Time	2,437	33.4	21.7	48.3
	Testing in a Separate Room	2.133	29.3	18.1	47.7
	English/Native Language Dictionary/Electronic Translator	77	1.1	27.3	50.0
	Approved AR-99**	0	0.0	*	*
Chemistry	All Students	42,605	100.0	62.0	58.1
	Braille Edition	1	0.2	*	*
	Large Print	11	2.0	*	*
	Assistive Technology	4	0.7	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	3	0.5	*	*
	Interpreter Signs Test***	7	1.3	*	*
	Magnification Devices	2	0.4	*	*
	Student Marks in Test Book	45	8.2	60	58.5
	Test Administrator Reads Test Aloud***	41	7.5	41.5	53.4
	Use of Typewriter or Word Processor	5	0.9	*	*
	Hospital/Home Testing	10	1.8	*	*
	Multiple Test Sessions	8	1.5	*	*
	Scheduled Extended Time	241	44.0	54.8	56.3
	Testing in a Separate Room	159	29.0	43.4	54.1
	English/Native Language Dictionary/Electronic Translator	11	2.0	*	*
	Approved AR-99**	0	0.0	*	*

Notes *No scores are reported for groups with fewer than thirty students

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

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Table 7. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Economic, Legal, and Political Systems	All Students	78,992	100.0	67.3	55.1
	Braille Edition	5	0.1	*	*
	Large Print	23	0.3	*	*
	Assistive Technology	3	0.0	*	*
	Braille Writer	2	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	17	0.2	*	*
	Interpreter Signs Test***	9	0.1	*	*
	Magnification Devices	3	0.0	*	*
	Student Marks in Test Book	617	8.0	27.9	47.0
	Test Administrator Reads Test Aloud***	1,696	22.0	21.0	45.4
	Use of Typewriter or Word Processor	5	0.1	*	*
	Hospital/Home Testing	40	0.5	55.0	52.1
	Multiple Test Sessions	234	3.0	24.4	45.8
	Scheduled Extended Time	2,552	33.1	26.9	46.5
	Testing in a Separate Room	2,345	30.5	23.4	45.7
	English/Native Language Dictionary/Electronic Translator	145	1.9	17.2	44.0
	Approved AR-99**	5	0.1	*	*
English I	All Students	93,434	100.0	68.4	55.4
	Braille Edition	5	0.1	*	*
	Large Print	27	0.3	*	*
	Assistive Technology	5	0.1	*	*
	Braille Writer	3	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	16	0.2	*	*
	Interpreter Signs Test***	6	0.1	*	*
	Magnification Devices	4	0.0	*	*
	Student Marks in Test Book	938	10.4	22.5	45.9
	Use of Typewriter or Word Processor	4	0.0	*	*
	Hospital/Home Testing	47	0.5	44.7	49.6
	Multiple Test Sessions	389	4.3	18.3	45.0
	Scheduled Extended Time	3,933	43.7	21.3	45.7
	Testing in a Separate Room	3,329	37.0	17.6	44.9
	English/Native Language Dictionary/Electronic Translator	212	2.4	21.2	46.5
	Approved AR-99**	5	0.1	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

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Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

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Table 7. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Geometry	All Students	64,572	100.0	60.0	59.1
	Braille Edition	3	0.2	*	*
	Large Print	17	1.3	*	*
	Assistive Technology	4	0.3	*	*
	Braille Writer	2	0.1	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	8	0.6	*	*
	Interpreter Signs Test***	9	0.7	*	*
	Magnification Devices	1	0.1	*	*
	Student Marks in Test Book	107	7.9	48.6	57.2
	Test Administrator Reads Test Aloud***	125	9.3	32.8	52.6
	Use of Typewriter or Word Processor	0	0.0	*	*
	Hospital/Home Testing	17	1.3	*	*
	Multiple Test Sessions	22	1.6	*	*
	Scheduled Extended Time	598	44.3	43.7	55.7
	Testing in a Separate Room	400	29.6	39.5	54.1
	English/Native Language Dictionary/Electronic Translator	36	2.7	41.7	55.5
	Approved AR-99**	1	0.1	*	*
Physical Science	All Students	67,066	100.0	57.1	54.9
	Braille Edition	1	0.0	*	*
	Large Print	13	0.2	*	*
	Assistive Technology	5	0.1	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	18	0.2	*	*
	Interpreter Signs Test***	8	0.1	*	*
	Magnification Devices	1	0.0	*	*
	Student Marks in Test Book	570	7.7	27.2	48.6
	Test Administrator Reads Test Aloud***	1,666	22.5	17.6	46.7
	Use of Typewriter or Word Processor	4	0.1	*	*
	Hospital/Home Testing	40	0.5	32.5	49.7
	Multiple Test Sessions	236	3.2	22.0	47.2
	Scheduled Extended Time	2,421	32.6	26.6	48.3
	Testing in a Separate Room	2,306	31.1	22.5	47.5
	English/Native Language Dictionary/Electronic Translator	127	1.7	18.9	46.3
	Approved AR-99**	2	0.0	*	*

Notes: *No scores are reported for groups with fewer than thirty students.

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations.

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities.

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%.

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Table 7. 1999-00 End-of-Course Multiple-Choice Test Results
Performance of Students Using Accommodations
by Course

Course	Category	Number Tested	Percent	Percent at or above Level III	Mean Scale Score
Physics	All Students	11,429	100.0	72.9	57.1
	Braille Edition	1	0.9	*	*
	Large Print	2	1.9	*	*
	Assistive Technology	0	0.0	*	*
	Braille Writer	0	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	2	1.9	*	*
	Interpreter Signs Test***	0	0.0	*	*
	Magnification Devices	0	0.0	*	*
	Student Marks in Test Book	11	10.2	*	*
	Test Administrator Reads Test Aloud***	4	3.7	*	*
	Use of Typewriter or Word Processor	0	0.0	*	*
	Hospital/Home Testing	0	0.0	*	*
	Multiple Test Sessions	2	1.9	*	*
	Scheduled Extended Time	58	53.7	72.4	57.9
	Testing in a Separate Room	24	22.2	*	*
	English/Native Language Dictionary/Electronic Translator	4	3.7	*	*
	Approved AR-99**	0	0.0	*	*
U. S. History	All Students	70,930	100.0	46.9	55.8
	Braille Edition	6	0.1	*	*
	Large Print	25	0.5	*	*
	Assistive Technology	3	0.1	*	*
	Braille Writer	1	0.0	*	*
	Cranmer Abacus	0	0.0	*	*
	Dictation to Scribe	10	0.2	*	*
	Interpreter Signs Test***	7	0.1	*	*
	Magnification Devices	2	0.0	*	*
	Student Marks in Test Book	453	8.2	18.8	48.9
	Test Administrator Reads Test Aloud***	1,278	23.2	14.0	47.5
	Use of Typewriter or Word Processor	7	0.1	*	*
	Hospital/Home Testing	44	0.8	11.4	48.5
	Multiple Test Sessions	163	3.0	15.3	47.9
	Scheduled Extended Time	1,769	32.1	17.6	48.6
	Testing in a Separate Room	1,669	30.3	15.9	47.8
	English/Native Language Dictionary/Electronic Translator	76	1.4	28.9	52.3
	Approved AR-99**	2	0.0	*	*

Notes: *No scores are reported for groups with fewer than thirty students

**The AR-99 code represents the number of students with disabilities who received NCDPI approval to use special accommodations

Accommodations are available for students with disabilities, limited English proficiency, or temporary disabilities

All data rounded to the nearest tenth, therefore accommodation categories may not sum to 100%

Data received from LEAs after October 24, 2000 are not included in this table

***The Interpreter Signs Test and Test Administor Reads Test Aloud accomodations are prohibited from use during the administration of state tests that measure reading skills

Table 8. 1999-00 End-of-Course Multiple-Choice Test Results
Excluded Students
By Course

Course	Category	Total Excluded	Total Students	Percent Excluded	LEP 1st Year	LEP 2nd Year	By IEP Committee	Under Section 504
Algebra I	All Students with Disabilities	19	5,809	0.3	5	1	13	0
	Behaviorally-Emotionally Handicapped	0	377	0.0	0	0	0	0
	Hearing Impaired	0	103	0.0	0	0	0	0
	Educable Mentally Handicapped	12	577	2.1	1	0	11	0
	Specific Learning Disabled	2	3839	0.1	0	0	2	0
	Speech-Language Impaired	1	60	1.7	1	0	0	0
	Visually Impaired	0	46	0.0	0	0	0	0
	Other Health Impaired	0	540	0.0	0	0	0	0
	Orthopedically Impaired	0	51	0.0	0	0	0	0
	Traumatic Brain Impaired	0	18	0.0	0	0	0	0
	Other Exceptional Classifications	4	198	2.0	3	1	0	0
	Section 504	0	524	0.0	0	0	0	0
	Limited English Proficient	108	644	16.8	68	40	0	0
	Category Not Reported	39	85,330	0.0	23	15	1	0
	Total Algebra I*	162	92,259	0.2	92	56	14	0
Course								
Algebra II	All Students with Disabilities	0	1,064	0.0	0	0	0	0
	Behaviorally-Emotionally Handicapped	0	22	0.0	0	0	0	0
	Hearing Impaired	0	46	0.0	0	0	0	0
	Educable Mentally Handicapped	0	12	0.0	0	0	0	0
	Specific Learning Disabled	0	723	0.0	0	0	0	0
	Speech-Language Impaired	0	12	0.0	0	0	0	0
	Visually Impaired	0	16	0.0	0	0	0	0
	Other Health Impaired	0	126	0.0	0	0	0	0
	Orthopedically Impaired	0	23	0.0	0	0	0	0
	Traumatic Brain Impaired	0	9	0.0	0	0	0	0
	Other Exceptional Classifications	0	75	0.0	0	0	0	0
	Section 504	0	190	0.0	0	0	0	0
	Limited English Proficient	15	175	8.6	15	0	0	0
	Category Not Reported	15	51,955	0.0	10	4	0	1
	Total Algebra II*	30	53,364	0.1	25	4	0	1
Course								
Biology	All Students with Disabilities	42	5,866	0.7	4	5	33	0
	Behaviorally-Emotionally Handicapped	2	430	0.5	0	0	2	0
	Hearing Impaired	0	78	0.0	0	0	0	0
	Educable Mentally Handicapped	23	629	3.7	0	0	23	0
	Specific Learning Disabled	3	3,809	0.1	0	0	3	0
	Speech-Language Impaired	0	47	0.0	0	0	0	0
	Visually Impaired	0	60	0.0	0	0	0	0
	Other Health Impaired	2	524	0.4	0	0	2	0
	Orthopedically Impaired	0	42	0.0	0	0	0	0
	Traumatic Brain Impaired	0	21	0.0	0	0	0	0
	Other Exceptional Classifications	12	226	5.3	4	5	3	0
	Section 504	0	375	0.0	0	0	0	0
	Limited English Proficient	123	628	19.6	73	49	1	2
	Category Not Reported	48	75,824	0.1	32	15	0	1
	Total Biology*	205	82,648	0.2	106	64	34	1

Notes: *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of enrollment in the LEA depending on their level of English proficiency. The totals do not equal the sums of the columns because limited English proficient students and Section 504 students may have been coded in other categories for excluded students.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 8. 1999-00 End-of-Course Multiple-Choice Test Results
Excluded Students
By Course

Course	Category	Total Exempt	Total Students	Percent Exempt	LEP 1st Year	LEP 2nd Year	By IEP Committee	Under Section 504
Chemistry	All Students with Disabilities	1	643	0.2	0	0	0	1
	Behaviorally-Emotionally Handicapped	0	17	0.0	0	0	0	0
	Hearing Impaired	0	24	0.0	0	0	0	0
	Educable Mentally Handicapped	0	4	0.0	0	0	0	0
	Specific Learning Disabled	1	436	0.2	0	0	0	0
	Speech-Language Impaired	0	8	0.0	0	0	0	0
	Visually Impaired	0	13	0.0	0	0	0	0
	Other Health Impaired	0	83	0.0	0	0	0	0
	Orthopedically Impaired	0	8	0.0	0	0	0	0
	Traumatic Brain Impaired	0	3	0.0	0	0	0	0
	Other Exceptional Classifications	0	47	0.0	0	0	0	0
	Section 504	0	157	0.0	0	0	0	0
	Limited English Proficient	4	124	3.2	3	1	0	0
	Category Not Reported	9	42,261	0.0	4	3	0	2
	Total Chemistry*	14	43,178	0.0	7	4	0	3
Course								
Economic, Legal, and Political Systems	All Students with Disabilities	45	5,988	0.8	14	5	26	0
	Behaviorally-Emotionally Handicapped	7	584	1.2	0	0	7	0
	Hearing Impaired	1	80	1.3	0	0	1	0
	Educable Mentally Handicapped	12	659	1.8	0	0	12	0
	Specific Learning Disabled	7	3,763	0.2	2	1	4	0
	Speech-Language Impaired	1	60	1.7	1	0	0	0
	Visually Impaired	0	38	0.0	0	0	0	0
	Other Health Impaired	2	520	0.4	0	0	2	0
	Orthopedically Impaired	0	25	0.0	0	0	0	0
	Traumatic Brain Impaired	0	19	0.0	0	0	0	0
	Other Exceptional Classifications	15	240	6.3	11	4	0	0
	Section 504	0	474	0.0	0	0	0	0
	Limited English Proficient	202	870	23.2	141	60	1	0
	Category Not Reported	63	74,104	0.1	40	19	2	2
	Total Economic, Legal and Political Systems*	294	81,344	0.4	184	79	29	2
Course								
English I	All Students with Disabilities	123	9,068	1.4	11	8	103	1
	Behaviorally-Emotionally Handicapped	15	946	1.6	0	0	15	0
	Hearing Impaired	1	100	1.0	0	0	1	0
	Educable Mentally Handicapped	75	1,061	7.1	0	0	74	1
	Specific Learning Disabled	10	5,675	0.2	0	2	8	0
	Speech-Language Impaired	2	105	1.9	1	1	0	0
	Visually Impaired	0	49	0.0	0	0	0	0
	Other Health Impaired	2	789	0.3	0	0	2	0
	Orthopedically Impaired	0	50	0.0	0	0	0	0
	Traumatic Brain Impaired	2	26	7.7	0	0	2	0
	Other Exceptional Classifications	16	267	6.0	10	5	1	0
	Section 504	0	539	0.0	0	0	0	0
	Limited English Proficient	412	1,182	34.9	304	108	0	0
	Category Not Reported	140	86,252	0.2	85	52	1	2
	Total English I*	661	96,945	0.7	392	162	104	3

Notes *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of enrollment in the LEA depending on their level of English proficiency The totals do not equal the sums of the columns because limited English proficient students and Section 504 students may have been coded in other categories for excluded students

Data received from LEAs after September 14, 2000 are not included in this table

Table 8. 1999-00 End-of-Course Multiple-Choice Test Results
Excluded Students
By Course

Course		Total Exempt	Total Students	Percent Exempt	LEP 1st Year	LEP 2nd Year	By IEP Committee	Under Section 504
Geometry	All Students with Disabilities	1	1,693	0.1	1	0	0	0
	Behaviorally-Emotionally Handicapped	0	66	0.0	0	0	0	0
	Hearing Impaired	0	41	0.0	0	0	0	0
	Educable Mentally Handicapped	0	24	0.0	0	0	0	0
	Specific Learning Disabled	0	1,207	0.0	0	0	0	0
	Speech-Language Impaired	0	15	0.0	0	0	0	0
	Visually Impaired	0	21	0.0	0	0	0	0
	Other Health Impaired	0	178	0.0	0	0	0	0
	Orthopedically Impaired	0	17	0.0	0	0	0	0
	Traumatic Brain Impaired	0	7	0.0	0	0	0	0
	Other Exceptional Classifications	1	117	0.9	1	0	0	0
	Section 504	0	243	0.0	0	0	0	0
	Limited English Proficient	16	256	6.3	5	11	0	0
	Category Not Reported	19	63,477	0.0	12	6	1	0
	Total Geometry*	35	65,648	0.1	17	17	1	0
Course								
Physical Science	All Students with Disabilities	37	5,943	0.6	2	1	34	0
	Behaviorally-Emotionally Handicapped	10	576	1.7	0	0	10	0
	Hearing Impaired	1	71	1.4	0	0	1	0
	Educable Mentally Handicapped	18	666	2.7	0	0	18	0
	Specific Learning Disabled	3	3,756	0.1	1	0	2	0
	Speech-Language Impaired	2	48	4.2	1	1	0	0
	Visually Impaired	0	27	0.0	0	0	0	0
	Other Health Impaired	1	536	0.2	0	0	1	0
	Orthopedically Impaired	1	37	2.7	0	0	1	0
	Traumatic Brain Impaired	0	24	0.0	0	0	0	0
	Other Exceptional Classifications	1	202	0.5	0	0	1	0
	Section 504	0	353	0.0	0	0	0	0
	Limited English Proficient	142	796	17.8	115	26	1	0
	Category Not Reported	91	62,437	0.1	69	21	0	1
	Total Physical Science*	269	69,469	0.4	186	48	34	1
Course								
Physics	All Students with Disabilities	0	136	0.0	0	0	0	0
	Behaviorally-Emotionally Handicapped	0	4	0.0	0	0	0	0
	Hearing Impaired	0	2	0.0	0	0	0	0
	Educable Mentally Handicapped	0	1	0.0	0	0	0	0
	Specific Learning Disabled	0	89	0.0	0	0	0	0
	Speech-Language Impaired	0	3	0.0	0	0	0	0
	Visually Impaired	0	4	0.0	0	0	0	0
	Other Health Impaired	0	14	0.0	0	0	0	0
	Orthopedically Impaired	0	2	0.0	0	0	0	0
	Traumatic Brain Impaired	0	0	0.0	0	0	0	0
	Other Exceptional Classifications	0	17	0.0	0	0	0	0
	Section 504	0	36	0.0	0	0	0	0
	Limited English Proficient	3	41	7.3	2	1	0	0
	Category Not Reported	4	11,302	0.0	4	0	0	0
	Total Physics*	37	5,943	0.6	2	1	34	0

Notes. *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of enrollment in the LEA depending on their level of English proficiency. The totals do not equal the sums of the columns because limited English proficient students and Section 504 students may have been coded in other categories for excluded students.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 8. 1999-00 End-of-Course Multiple-Choice Test Results
Excluded Students
By Course

Course		Total Exempt	Total Students	Percent Exempt	LEP 1st Year	LEP 2nd Year	By IEP Committee	Under Section 504
U.S. History	All Students with Disabilities	15	4,260	0.4	1	0	14	0
	Behaviorally-Emotionally Handicapped	1	230	0.4	0	0	1	0
	Hearing Impaired	0	70	0.0	0	0	0	0
	Educable Mentally Handicapped	9	537	1.7	0	0	9	0
	Specific Learning Disabled	3	2,762	0.1	0	0	3	0
	Speech-Language Impaired	0	42	0.0	0	0	0	0
	Visually Impaired	0	36	0.0	0	0	0	0
	Other Health Impaired	1	367	0.3	0	0	1	0
	Orthopedically Impaired	0	43	0.0	0	0	0	0
	Traumatic Brain Impaired	0	18	0.0	0	0	0	0
	Other Exceptional Classifications	1	155	0.6	1	0	0	0
	Section 504	0	358	0.0	0	0	0	0
	Limited English Proficient	77	461	16.7	41	36	0	0
	Category Not Reported	40	67,273	0.1	24	14	2	0
	Total U.S. History*	131	72,312	0.2	65	50	18	0

Notes: *Limited English proficient students may not participate in a secure state test administered for up to 24 months from the date of enrollment in the LEA depending on their level of English proficiency. The totals do not equal the sums of the columns because limited English proficient students and Section 504 students may have been coded in other categories for excluded students.

Data received from LEAs after September 14, 2000 are not included in this table.

Table 9. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra I

	N	Percent	Percent at or above Level III
All Students	90,109	100.0	68.9
Gender			
Male	44,834	49.8	67.4
Female	45,274	50.2	70.3
Ethnic Group			
American Indian	1,224	1.4	52.1
Asian	1,755	1.9	79.0
Black	24,656	27.4	48.0
Hispanic	2,094	2.3	62.4
Multi-Racial	649	0.7	72.6
White	59,667	66.2	77.7
Other	60	0.1	65.0
Grade Level			
7	1,735	1.9	96.9
8	20,231	22.5	90.9
9	41,394	45.9	71.7
10	17,665	19.6	50.8
11	6,551	7.3	38.6
12	2,522	2.8	32.0
Post High School Plans			
Seek employment	3,177	3.6	41.8
Military service	4,947	5.5	52.9
Trade/Business School	2,015	2.3	43.2
Community/Junior College	12,214	13.7	54.7
Four Year College	54,870	61.5	78.2
Undecided	9,823	11.0	61.5
Other	2,211	2.5	53.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	14,611	16.3	97.0
B	23,823	26.5	88.0
C	23,068	25.7	68.9
D	16,990	18.9	47.6
F	11,398	12.7	24.8
Parental Education			
Less than High School	5,591	6.3	53.8
High School	23,099	26.1	59.9
Some College/Didn't Graduate	8,154	9.2	71.5
Trade/Business School	3,312	3.7	65.5
Community/Junior College	15,802	17.9	68.7
Four Year College	22,642	25.6	76.1
Graduate School	9,779	11.1	83.6
Hours of Homework Assigned Per Week			
None assigned	1,217	1.4	33.1
Less than 1	18,989	21.2	57.0
1 to 3	44,075	49.2	68.7
More than 3, less than 5	19,871	22.2	81.6
More than 10	4,031	4.5	84.0
Assigned but not done	1,465	1.6	48.2

Data received from LEAs after October 24, 2000 are not included in this table

Table 10. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Algebra II

	N	Percent	Percent at or above Level III
All Students	52,451	100.0	62.7
Gender			
Male	23,849	45.5	63.1
Female	28,601	54.5	62.2
Ethnic Group			
American Indian	536	1.0	37.3
Asian	1,292	2.5	73.1
Black	11,896	22.7	39.6
Hispanic	894	1.7	58.8
Multi-Racial	335	0.6	67.5
White	37,461	71.4	70.0
Other	37	0.1	51.4
Grade Level			
9	1,720	3.3	93.3
10	20,063	38.3	84.1
11	21,147	40.4	54.6
12	9,439	18.0	29.1
Post High School Plans			
Seek employment	699	1.3	39.5
Military service	1,599	3.1	43.6
Trade/Business School	632	1.2	39.4
Community/Junior College	7,927	15.2	41.3
Four Year College	38,034	73.1	69.5
Undecided	2,675	5.1	56.2
Other	484	0.9	56.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	8,293	15.8	94.0
B	14,316	27.3	80.1
C	14,292	27.3	59.7
D	9,955	19.0	39.1
F	5,533	10.6	20.4
Parental Education			
Less than High School	1,798	3.5	47.5
High School	10,660	20.6	52.6
Some College/Didn't Graduate	3,833	7.4	60.5
Trade/Business School	2,196	4.2	58.3
Community/Junior College	9,982	19.3	57.4
Four Year College	15,243	29.5	68.2
Graduate School	8,023	15.5	78.3
Hours of Homework Assigned Per Week			
None assigned	365	0.7	40.8
Less than 1	8,096	15.5	48.0
1 to 3	23,138	44.3	58.0
More than 3, less than 5	14,896	28.5	72.6
More than 10	4,943	9.5	81.7
Assigned but not done	787	1.5	58.8

Data received from LEAs after October 24, 2000 are not included in this table.

Table 11. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Biology

	N	Percent	Percent at or above Level III
All Students	80,549	100.0	57.6
Gender			
Male	39,841	49.5	58.4
Female	40,708	50.5	56.7
Ethnic Group			
American Indian	1,091	1.4	36.6
Asian	1,669	2.1	59.0
Black	21,514	26.7	32.0
Hispanic	1,758	2.2	44.0
Multi-Racial	555	0.7	60.0
White	53,931	67.0	68.6
Other	29	0.0	*
Grade Level			
9	20,129	25.0	70.4
10	53,185	66.1	56.0
11	5,753	7.1	32.6
12	1,404	1.7	33.4
Post High School Plans			
Seek employment	2,939	3.7	29.5
Military service	4,159	5.2	39.5
Trade/Business School	1,875	2.3	33.4
Community/Junior College	11,576	14.5	41.1
Four Year College	48,892	61.2	68.8
Undecided	8,550	10.7	45.6
Other	1,947	2.4	35.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	11,835	14.7	92.5
B	20,844	25.9	76.4
C	23,193	28.9	53.6
D	15,699	19.5	33.6
F	8,797	10.9	19.0
Parental Education			
Less than High School	5,155	6.5	31.5
High School	20,964	26.4	42.6
Some College/Didn't Graduate	5,948	7.5	60.6
Trade/Business School	3,166	4.0	55.6
Community/Junior College	14,726	18.5	57.6
Four Year College	20,042	25.2	69.0
Graduate School	9,429	11.9	81.0
Hours of Homework Assigned Per Week			
None assigned	1,493	1.9	33.4
Less than 1	17,669	22.0	44.3
1 to 3	37,705	46.9	54.9
More than 3, less than 5	17,153	21.4	73.0
More than 10	4,703	5.9	82.9
Assigned but not done	1,595	2.0	52.4

*Percent not reported for categories less than 30 students

Data received from LEAs after October 24, 2000 are not included in this table

Table 12. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Chemistry

	N	Percent	Percent at or above Level III
All Students	42,605	100.0	62.0
Gender			
Male	18,697	43.9	65.6
Female	23,908	56.1	59.2
Ethnic Group			
American Indian	384	0.9	39.8
Asian	1,139	2.7	67.5
Black	9,070	21.3	38.1
Hispanic	634	1.5	52.7
Multi-Racial	239	0.6	57.7
White	31,114	73.0	69.3
Other	25	0.1	*
Grade Level			
9	94	0.2	59.6
10	11,512	27.0	79.6
11	25,060	58.8	58.8
12	5,939	13.9	41.7
Post High School Plans			
Seek employment	431	1.0	43.4
Military service	1,015	2.4	43.0
Trade/Business School	403	1.0	36.0
Community/Junior College	5,465	12.9	41.2
Four Year College	32,838	77.4	67.2
Undecided	1,930	4.6	55.7
Other	325	0.8	57.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	7,146	16.8	92.4
B	11,942	28.1	77.3
C	12,380	29.1	56.1
D	7,496	17.6	37.1
F	3,601	8.5	23.3
Parental Education			
Less than High School	1,308	3.1	44.8
High School	8,041	19.0	50.3
Some College/Didn't Graduate	3,064	7.3	59.3
Trade/Business School	1,782	4.2	59.8
Community/Junior College	8,046	19.1	56.4
Four Year College	12,731	30.2	67.2
Graduate School	7,245	17.2	77.6
Hours of Homework Assigned Per Week			
None assigned	345	0.8	42.6
Less than 1	6,185	14.5	49.0
1 to 3	18,286	43.0	56.0
More than 3, less than 5	12,356	29.1	70.7
More than 10	4,773	11.2	80.8
Assigned but not done	583	1.4	64.3

*Percent not reported for categories less than 30 students.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 13. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Economic, Legal, and Political Systems

	N	Percent	Percent at or above Level III
All Students	78,992	100.0	67.3
Gender			
Male	39,338	49.8	67.8
Female	39,653	50.2	66.8
Ethnic Group			
American Indian	1,180	1.5	41.9
Asian	1,753	2.2	68.3
Black	22,070	27.9	45.9
Hispanic	1,953	2.5	53.3
Multi-Racial	627	0.8	70.5
White	51,362	65.0	77.6
Other	47	0.1	61.7
Grade Level			
9	56,947	72.2	67.2
10	12,055	15.3	63.0
11	3,158	4.0	64.0
12	6,735	8.5	78.4
Post High School Plans			
Seek employment	3,029	3.9	41.3
Military service	4,431	5.7	54.2
Trade/Business School	1,788	2.3	44.6
Community/Junior College	10,424	13.3	59.7
Four Year College	47,799	61.0	76.6
Undecided	8,615	11.0	53.8
Other	2,279	2.9	41.5

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	14,277	18.1	95.8
B	20,876	26.5	85.3
C	21,322	27.1	64.8
D	14,246	18.1	41.6
F	8,012	10.2	22.4
Parental Education			
Less than High School	5,339	6.9	42.0
High School	20,277	26.1	53.4
Some College/Didn't Graduate	6,578	8.5	71.0
Trade/Business School	2,896	3.7	65.5
Community/Junior College	13,640	17.5	71.3
Four Year College	19,905	25.6	77.4
Graduate School	9,159	11.8	85.2
Hours of Homework Assigned Per Week			
None assigned	1,769	2.2	43.9
Less than 1	18,592	23.6	56.3
1 to 3	36,848	46.8	66.1
More than 3, less than 5	15,790	20.1	81.8
More than 10	4,165	5.3	88.2
Assigned but not done	1,555	2.0	55.0

Data received from LEAs after October 24, 2000 are not included in this table

Table 14. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking English I

	N	Percent	Percent at or above Level III
All Students	93,434	100.0	68.4
Gender			
Male	47,482	50.8	63.2
Female	45,950	49.2	73.7
Ethnic Group			
American Indian	1,371	1.5	48.3
Asian	1,672	1.8	71.7
Black	26,873	28.8	49.3
Hispanic	2,347	2.5	51.7
Multi-Racial	714	0.8	72.7
White	60,426	64.7	77.8
Other	30	0.0	63.3
Grade Level			
9	90,794	97.3	69.3
10	2,163	2.3	38.2
11	291	0.3	43.0
12	76	0.1	59.2
Post High School Plans			
Seek employment	3,698	4.0	37.8
Military service	5,521	6.0	52.0
Trade/Business School	2,177	2.4	39.4
Community/Junior College	9,703	10.5	60.4
Four Year College	56,215	60.7	79.0
Undecided	11,881	12.8	57.3
Other	3,372	3.6	38.6

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	13,290	14.3	94.3
B	25,622	27.5	85.3
C	26,363	28.3	68.1
D	17,378	18.7	47.6
F	10,378	11.2	29.2
Parental Education			
Less than High School	7,253	7.9	44.8
High School	25,707	28.0	56.3
Some College/Didn't Graduate	7,836	8.5	72.4
Trade/Business School	3,367	3.7	65.7
Community/Junior College	15,617	17.0	75.1
Four Year College	22,234	24.2	78.8
Graduate School	9,685	10.6	85.1
Hours of Homework Assigned Per Week			
None assigned	2,247	2.4	33.2
Less than 1	22,520	24.2	55.4
1 to 3	43,830	47.1	69.8
More than 3, less than 5	17,960	19.3	84.0
More than 10	4,414	4.7	88.6
Assigned but not done	2,028	2.2	44.7

*Percent not reported for categories less than 30 students

Data received from LEAs after October 24, 2000 are not included in this table

Table 15. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Geometry

	N	Percent	Percent at or above Level III
All Students	64,572	100.0	60.0
Gender			
Male	30,093	46.6	62.7
Female	34,478	53.4	57.7
Ethnic Group			
American Indian	742	1.1	37.6
Asian	1,614	2.5	68.4
Black	16,333	25.3	32.4
Hispanic	1,223	1.9	51.9
Multi-Racial	438	0.7	57.1
White	44,180	68.4	70.6
Other	37	0.1	51.4
Grade Level			
8	1,163	1.8	96.7
9	18,975	29.9	87.3
10	28,659	45.2	57.1
11	12,203	19.3	31.7
12	3,554	5.6	22.9
Post High School Plans			
Seek employment	1,068	1.7	38.1
Military service	2,439	3.8	41.9
Trade/Business School	977	1.5	37.9
Community/Junior College	8,746	13.7	40.6
Four Year College	45,025	70.3	66.7
Undecided	4,940	7.7	54.2
Other	835	1.3	51.9

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,931	15.4	95.4
B	17,147	26.6	81.7
C	17,415	27.0	56.7
D	12,473	19.3	33.5
F	7,537	11.7	15.4
Parental Education			
Less than High School	2,829	4.5	42.2
High School	14,492	22.8	47.5
Some College/Didn't Graduate	5,016	7.9	61.0
Trade/Business School	2,429	3.8	55.9
Community/Junior College	12,241	19.3	55.8
Four Year College	17,795	28.0	67.8
Graduate School	8,724	13.7	78.3
Hours of Homework Assigned Per Week			
None assigned	586	0.9	38.9
Less than 1	11,309	17.6	48.2
1 to 3	30,447	47.4	56.1
More than 3, less than 5	16,514	25.7	71.6
More than 10	4,482	7.0	78.2
Assigned but not done	963	1.5	56.4

Data received from LEAs after October 24, 2000 are not included in this table

Table 16. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physical Science

	N	Percent	Percent at or above Level III
All Students	67,066	100.0	57.1
Gender			
Male	34,026	50.7	60.3
Female	33,039	49.3	53.7
Ethnic Group			
American Indian	1,130	1.7	32.4
Asian	1,115	1.7	59.6
Black	19,926	29.7	33.0
Hispanic	1,733	2.6	42.6
Multi-Racial	485	0.7	61.0
White	42,655	63.6	69.5
Other	21	0.0	*
Grade Level			
9	53,253	80.2	58.4
10	8,631	13.0	52.5
11	3,175	4.8	45.8
12	1,375	2.1	47.3
Post High School Plans			
Seek employment	2,879	4.3	34.6
Military service	4,239	6.4	47.6
Trade/Business School	1,761	2.6	34.8
Community/Junior College	8,867	13.3	49.3
Four Year College	38,148	57.4	66.4
Undecided	8,305	12.5	48.0
Other	2,258	3.4	32.8

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,007	13.5	90.9
B	16,862	25.2	76.4
C	19,056	28.5	55.5
D	13,143	19.6	36.6
F	8,871	13.3	19.8
Parental Education			
Less than High School	5,320	8.1	35.5
High School	19,165	29.0	46.0
Some College/Didn't Graduate	5,741	8.7	59.8
Trade/Business School	2,539	3.8	54.7
Community/Junior College	12,124	18.4	62.7
Four Year College	15,488	23.5	68.1
Graduate School	5,620	8.5	73.8
Hours of Homework Assigned Per Week			
None assigned	1,696	2.5	32.1
Less than 1	17,346	26.0	47.5
1 to 3	32,034	47.9	57.5
More than 3, less than 5	11,795	17.7	71.5
More than 10	2,389	3.6	77.4
Assigned but not done	1,564	2.3	44.4

*Percent not reported for categories less than 30 students.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 17. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking Physics

	N	Percent	Percent at or above Level III
All Students	11,429	100.0	72.9
Gender			
Male	6,167	54.0	78.8
Female	5,262	46.0	66.0
Ethnic Group			
American Indian	61	0.5	45.9
Asian	537	4.7	72.4
Black	1,582	13.8	46.3
Hispanic	145	1.3	64.8
Multi-Racial	75	0.7	66.7
White	9,011	78.8	77.9
Other	18	0.2	*
Grade Level			
10	480	4.2	81.9
11	3,699	32.4	80.9
12	7,236	63.4	68.2
Post High School Plans			
Seek employment	67	0.7	67.2
Military service	287	3.2	63.4
Trade/Business School	719	7.9	71.6
Community/Junior College	645	7.1	53.5
Four Year College	7,049	77.8	74.5
Undecided	231	2.5	68.4
Other	67	0.7	67.2

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	3,013	26.4	90.4
B	3,930	34.4	77.6
C	2,945	25.8	62.6
D	1,080	9.5	49.8
F	450	3.9	37.6
Parental Education			
Less than High School	227	2.0	63.4
High School	1,520	13.4	61.8
Some College/Didn't Graduate	720	6.4	66.1
Trade/Business School	547	4.8	65.4
Community/Junior College	1,626	14.4	65.3
Four Year College	3,709	32.7	75.0
Graduate Degree	2,982	26.3	84.0
Hours of Homework Assigned Per Week			
None assigned	193	1.7	68.4
Less than 1	1,339	12.1	67.9
1 to 3	3,805	34.3	66.8
More than 3, less than 5	3,289	29.6	75.6
More than 10	1,921	17.3	82.5
Assigned but not done	549	4.9	77.4

* Percent not reported for categories less than 30 students

Data received from LEAs after October 24, 2000 are not included in this table

Table 18. 1999-00 End-of-Course Multiple-Choice Test Results
Characteristics and Performance of Students Taking U.S. History

	N	Percent	Percent at or above Level III
All Students	70,930	100.0	46.9
Gender			
Male	34,486	48.6	51.1
Female	36,442	51.4	42.9
Ethnic Group			
American Indian	873	1.2	27.4
Asian	1,436	2.0	50.3
Black	19,491	27.5	24.6
Hispanic	1,315	1.9	38.6
Multi-Racial	389	0.5	48.8
White	47,351	66.8	56.5
Other	71	0.1	42.3
Grade Level			
9	782	1.1	38.5
10	4,369	6.2	23.8
11	60,163	84.8	50.0
12	5,610	7.9	32.0
Post High School Plans			
Seek employment	2,820	4.0	21.3
Military service	3,512	5.0	32.0
Trade/Business School	1,824	2.6	26.6
Community/Junior College	14,800	21.0	29.1
Four Year College	40,455	57.5	59.6
Undecided	5,727	8.1	36.0
Other	1,247	1.8	32.7

	N	Percent	Percent at or above Level III
Anticipated Final Grade			
A	9,546	13.5	85.3
B	18,886	26.7	65.0
C	21,661	30.6	40.6
D	14,590	20.6	22.2
F	6,091	8.6	12.3
Parental Education			
Less than High School	4,208	6.0	25.7
High School	18,072	25.8	32.2
Some College/Didn't Graduate	5,165	7.4	47.8
Trade/Business School	3,136	4.5	47.7
Community/Junior College	13,591	19.4	44.2
Four Year College	17,319	24.7	57.2
Graduate School	8,502	12.1	72.2
Hours of Homework Assigned Per Week			
None assigned	1,414	2.0	30.6
Less than 1	14,766	20.9	34.7
1 to 3	30,962	43.8	41.2
More then 3, less than 5	16,260	23.0	58.8
More than 10	5,972	8.4	76.1
Assigned but not done	1,320	1.9	56.4

Data received from LEAs after October 24, 2000 are not included in this table

Table 19. 1999-00 End-of-Course Goal Summary Report
Algebra I

	Number of Observations**	Number of Items Area	Mean Scale Score
The 1994 State Average of 55.1 is the point of comparison for Algebra I Scale Scores	90,109	81/80*	59.5
GOAL 1: Use the Language of Algebra.		32	52.9
GOAL 2: Perform operations with real numbers.		80	56.2
GOAL 3: Solve equations and inequalities with one variable.		104	55.7
GOAL 4: Demonstrate an elementary understanding of relations and functions.		79	55.7
GOAL 5: Graph and use linear equations and inequalities.		88	56.0
GOAL 6: Graph and solve systems of linear equations and inequalities.		56	56.0
GOAL 7: Perform operations with polynomials.		88	55.8
GOAL 8: Work with ratios, proportions, and percents.		32	53.2
GOAL 9: Explore, graph, and interpret nonlinear equations.		88	55.8
Basic Operations and Equations (Goals 1-3)		216	57.6
Linear Relationships (Goals 4-6)		223	58.3
Ratios, Proportions and Percents, and Non-linear Relationships (Goals 7-9)		208	58.5

NUMBER OF STUDENTS TAKING FORM	N	P	R	T	U	V	W	X
	135	141	12	9	11	30,001	30,029	29,771

Notes: * Form P contains 80 scored questions. The other forms contain 81.
**"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 20. 1999-00 End-of-Course Goal Summary Report
Algebra II

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1997 State Average of 58.5 is the point of comparison for Algebra II Scale Scores	52,451	60/59*	61.1
GOAL 1: Solve, Graph, and Use Equations and Inequalities		30	53.8
GOAL 2: Demonstrate an Understanding of Relations and Functions		40	54.1
GOAL 3: Operations with Matrices		25	55.3
GOAL 4: Graph and Solve Systems of Equations and Inequalities		25	54.1
GOAL 5: Perform Operations and Solve Problems with Polynomials		30	53.3
GOAL 6: Use Rational Expressions to Solve Problems		35	53.1
GOAL 7: Solve Problems with Quadratic Equations and Inequalities		39	55.2
GOAL 8: Use Analytical Geometry to Solve Problems		15	52.8
GOAL 9: Solve Problems involving Logarithmic and Exponential Functions		30	55.1
GOAL 10: Solve Problems involving Sequences and Series		15	50.9
GOAL 11: Solve Problems involving Probability		15	50.6

NUMBER OF STUDENTS TAKING FORM	D	F	G	H	I
	17,543	55	17,394	17,459	0

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
**Form H has 59 scored questions for Fall 4X4 only. All other forms have 60.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 21. 1999-00 End-of-Course Goal Summary Report
Biology

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1995 State Average of 55.5 is a point of comparison for Biology Scale Scores.	80,549	95/94*	56.1
SKILL GOALS			
GOAL 1: Develop an Understanding of the Nature of Science.		11	51.3
GOAL 2: Develop the Ability to Use Science Process Skills.		227	55.7
GOAL 3: Develop the Ability to Use Science Manipulative Skills.		16	52.0
GOAL 5: Have an Understanding of the Relevance of Current Topics in Biology.		27	53.2
CONCEPTUAL KNOWLEDGE: Understand the Fundamental Concepts, Principles, and Facts of Science.		190	55.1
CONTENT GOALS			
GOAL 6: Understand the Chemical and Physical Basis of Life.		152	53.7
OBJ 6.1: Demonstrate Knowledge of the Differences between Living and Non Living Things.		20	51.6
OBJ 6.2: Demonstrate Knowledge of the Cell.		38	51.9
OBJ 6.3: Demonstrate Knowledge of the Chemical Processes of Life.		40	52.5
OBJ 6.4: Demonstrate Knowledge that Living Things Exist in a State of Dynamic Equilibrium.		15	52.2
OBJ 6.5: Demonstrate Knowledge of Anatomy and Physiology.		39	51.5
GOAL 7: Understand the Continuity of Life.		189	55.7
OBJ 7.1: Demonstrate Knowledge that Living Things Receive Characteristics from the Parent Organism(s).		41	53.0
OBJ 7.2: Demonstrate Knowledge of the Chemical Basis of Heredity.		29	52.7
OBJ 7.3: Demonstrate Knowledge that Organic Variation is Important and Necessary for Species Survival.		41	54.1
OBJ 7.4: Demonstrate Knowledge of the Nature of Human Origin Development.		16	52.2
OBJ 7.5: Demonstrate Knowledge of the Diversity and Classification of Living Things.		42	53.4
OBJ 7.6: Demonstrate Knowledge of Major Genetic and Environmental Factors Affecting Human Health.		20	52.9
GOAL 8: Have an Understanding of Ecology.		128	56.1
OBJ 8.1: Demonstrate Knowledge of Populations, Communities, and Ecosystems.		49	54.4
OBJ 8.2: Demonstrate Knowledge of the Influences of Human Activity on the Environment.		38	53.9
OBJ 8.3: Demonstrate that for all Organisms, Survival Requires Suitable Responses to the External Environment.		41	54.9

NUMBER OF STUDENTS TAKING FORM	K	M	P	Q	R
	6	17,975	26,978	26,764	26,764

Notes: **"Number of Observations" includes students who attempted at least one item on the test.
*Form Q has 94 questions. All other forms have 95.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 22. 1999-00 End-of-Course Goal Summary Report
Chemistry

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1997 State Average of 56.8 is the point of comparison for Chemistry Scale Scores.	42,605	88/87/85*	58.1
SKILL GOALS			
GOAL 1: Understand the Nature of Science.		20	52.8
GOAL 2: Have Ability to use Science Process Skills.		173	57.3
GOAL 3: Have Ability to use Science Manipulative Skills.		16	52.4
GOAL 5: Understand the Relevance of Current Topics in Chemistry.		16	51.9
CONCEPTUAL KNOWLEDGE: Understand the fundamental concepts, principles, and facts of science.		126	56.8
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand Properties of Solutions		87	52.9
OBJ 6.1: Demonstrate knowledge of concentrations of solutions.		32	52.5
OBJ 6.2: Demonstrate knowledge of the properties ionic and covalent solutions.		27	50.8
OBJ 6.3: Demonstrate knowledge of solutes and solubilities.		28	51.4
GOAL 7: Understand the Regularities of Chemistry.		172	58.0
OBJ 7.1: Demonstrate knowledge of the mole concept/ stoichiometry.		36	54.3
OBJ 7.2: Demonstrate knowledge of the periodic table and periodic law.		32	54.4
OBJ 7.3: Demonstrate knowledge of acids,bases, and pH.		36	55.1
OBJ 7.4: Demonstrate knowledge of chemical reactions.		36	55.0
OBJ 7.5: Demonstrate knowledge of gas laws.		32	54.0
GOAL 8: Understand the Changes in Chemistry.		64	56.7
OBJ 8.1: Demonstrate knowledge of factors that affect reaction rate.		31	54.6
OBJ 8.2: Demonstrate knowledge of energy changes.		33	55.2
GOAL 9: Understand the Models in Chemistry.			
OBJ 9.1: Knowledge of the changing model of the atom.		28	54.9

NUMBER OF STUDENTS TAKING FORM	A	B	C	D	E	F
	0	14,263	0	3,947	10,249	14,146

Notes: **"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 23. 1999-00 End-of-Course Goal Summary Report
Economic, Legal, and Political Systems

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1997 State Average of 53.8 is the point of comparison for ELPS Scale Scores.	78,992	100/99*	55.1
GOAL 1: Awareness and Understanding of Issues and Problems Confronting the American Economic, Legal, and Political Systems.		74	52.1
GOAL 2: Knowledge of the Rights and an Understanding of the Obligations of Responsible Citizenship.		86	52.4
GOAL 3: Understand How and Why Individuals and Groups Make Economic Decisions.		80	53.1
GOAL 4: Features of the United States Economic System.		88	53.1
GOAL 5: Factors Influencing the United States Economy.		90	53.3
GOAL 6: Understand the Function and Importance of the North Carolina and United States Constitutions.		90	54.4
GOAL 7: Know the Structure and Functions of Local, State, and National Governments and Understand their Relationship.		79	54.1
GOAL 8: Understand Why Laws are Needed and How they are Enacted, Implemented, and Enforced.		88	54.0
GOAL 9: Understand How Political and Legal Systems Provide for Balancing Competing Interests and Resolving Conflicts.		80	53.5
GOAL 10: Understand the Influence of Ethical and Moral Principles and Religious Beliefs on the Development of our Economic, Legal, and Political Systems.		40	53.2
Economics		418	54.1
Law and Government		377	55.5

NUMBER OF STUDENTS TAKING FORM	A	B	C	E	F	G	H	I
	18,222	2	78	18,079	8,176	8,169	18,069	8,197

Notes: **"Number of Observations" includes students who attempted at least one item on the test.
*Forms C, E, F, G, and I contain 99 scored questions. Other forms have 100.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 24. 1999-00 End-of-Course Goal Summary Report
English I

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1995 State Average of 53.1 is the point of comparison for English I Scale Scores.	93,434	72/71*	55.4
GOAL 1: Use strategies and processes that enhance control of communication skills development.		213	53.4
GOAL 2: Use language for the acquisition, interpretation, and application of information.		204	55.9
OBJ 2.1: Identify, collect, or select information and ideas.		37	53.6
OBJ 2.2: Analyze, synthesize, and organize information and discover related ideas, concepts, and generalizations.		123	55.9
OBJ 2.3: Apply, extend, and expand on information and concepts.		44	52.8
GOAL 3: Use language for critical analysis and evaluation.		86	53.7
GOAL 4: Use language for aesthetic and personal response (not tested).			
Editing		210	53.4
Textual Analysis		293	56.1

NUMBER OF STUDENTS TAKING FORM	J	L	N	O	P	Q	R
	8	21,841	9,395	6	31,157	21,716	9,311

Notes: **"Number of Observations" includes students who attempted at least one item on the test.
* Form R has 71 questions that are scored. The other forms have 72 questions.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 25. 1999-00 End-of-Course Goal Summary Report
Geometry

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1997 State Average of 57.0 is the point of comparison for Geometry Scale Scores.	64,572	66/65*	59.1
GOAL 1: Use Concepts of Points, Lines, and Planes in One, Two, and Three Dimensions.		40	53.8
GOAL 2: Write a Valid Proof Using a Variety of Reasoning Strategies.		19	52.5
GOAL 3: Use Properties of Angles, Lines, and Planes to Solve Problems and Write Proofs.		35	53.6
GOAL 4: Use Properties of Polygons and Polyhedra to Solve Problems and Write Proofs.		45	57.4
GOAL 5: Develop and Use Properties of Quadrilaterals to Solve Problems and Write Proofs.		20	52.0
GOAL 6: Develop and Use Properties of Triangles to Solve Problems and Write Proofs.		50	54.8
GOAL 7: Develop and Use Properties of Right Triangles to Solve Problems.		30	53.0
GOAL 8: Develop and Use Properties of Circles and Spheres to Solve Problems and Write Proofs.		45	57.6
GOAL 9: Understand and Use Perimeter, Area, and Volume Formulas to Solve Problems.		45	56.1

NUMBER OF STUDENTS TAKING FORM	D	F	G	H	I
	21,649	21,483	3	21,434	3

Notes: **"Number of Observations" includes students who attempted at least one item on the test.
*Form H has 65 questions that are scored. The other forms have 66 questions.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 26. 1999-00 End-of-Course Goal Summary Report
Physical Science

	Number of Observations*	Number of Items /Area	Mean Scale Score
The 1997 State Average of 53.7 is the point of comparison for Physical Science Scale Scores.	67,066	80	54.9
SKILL GOALS			
GOAL 2: Develop the Ability to Use Science Process Skills.		164	54.6
GOAL 3: Develop the Ability to Use Science Manipulative Skills.		22	52.4
GOAL 5: Understand the Relevance of Current Topics in Physical Science.		15	51.2
CONCEPTUAL KNOWLEDGE: Understand the Fundamental Concepts, Principles, and Facts of Science.		117	54.1
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand Sound, Light, and Heat.		48	52.5
OBJ 6.1: Demonstrate Knowledge of the Basic Principles of Sound.		23	51.4
OBJ 6.2: Demonstrate Knowledge of the Basic Principles of Light.		12	51.0
OBJ 6.3: Demonstrate Knowledge of the Basic Principles of Heat.		13	51.1
GOAL 7: Understand the Basic Principles of Chemistry.		72	52.6
OBJ 7.1: Demonstrate Knowledge of the Periodic Table of Elements.		20	51.0
OBJ 7.2: Demonstrate Knowledge of Chemical Properties of the Elements.		16	50.9
OBJ 7.3: Demonstrate Knowledge of Mixtures, Compounds, and Elements.		20	51.4
OBJ 7.4: Demonstrate Knowledge of Chemical Reactions.		16	51.8
GOAL 8: Understand Mechanics.		72	54.1
OBJ 8.1: Demonstrate Knowledge of Work, Energy and Power.		20	53.3
OBJ 8.2: Demonstrate Knowledge of the Laws of Motion.		16	52.2
OBJ 8.3: Demonstrate Knowledge of Forces.		19	51.8
OBJ 8.4: Demonstrate Knowledge of Concepts of Fluids.		17	51.7
GOAL 9: Understand Electricity and Magnetism.		88	54.0
OBJ 9.1: Demonstrate Knowledge of Static Electricity.		20	51.8
OBJ 9.2: Demonstrate Knowledge of Magnetism.		17	52.5
OBJ 9.3: Demonstrate Knowledge of Parallel and Series Circuits.		17	51.4
OBJ 9.4: Demonstrate Knowledge of Measuring and Controlling Electric Current.		19	52.5
OBJ 9.5: Demonstrate Knowledge of a Relationship between Electricity and Magnetism.		15	51.4
GOAL 10: Understand Energy.		40	54.0
OBJ 10.1: Demonstrate Knowledge of the Basic Principles of Energy Conversion.		20	53.0
OBJ 10.2: Demonstrate Knowledge of the Basic Principles of Energy Conservation.		20	52.7

NUMBER OF STUDENTS TAKING FORM	D	E	F	G
	22,432	22,300	7,838	14,496

Notes: *"Number of Observations" includes students who attempted at least one item on the test.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 27. 1999-00 End-of-Course Goal Summary Report
Physics

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1997 State Average of 55.9 is the point of comparison for Physics Scale Scores.	11,429	70/69*	57.1
SKILL GOALS:			
GOAL 1: Develop an understanding of the nature of science.		0	
GOAL 2: Develop the ability to use science process skills.		141	57.2
GOAL 3: Develop ability to use science manipulative skills.		3	51.4
CONCEPTUAL KNOWLEDGE: Understand the fundamental concepts, principles, and facts of science.		57	54.5
GOAL 5: Understand relevance of current topics in physics.		8	52.1
CONTENT GOALS/OBJECTIVES			
GOAL 6: Understand basic mechanics.		83	55.1
OBJ 6.1: Laws, mathematic expressions, and factors which represent and affect various types of motion.		23	52.8
OBJ 6.2: Analyze systems involving vector quantities and component forces.		24	53.2
OBJ 6.3: Behavior of gravitational forces.		15	52.7
OBJ 6.4: Mechanical Energy.		12	53.4
OBJ 6.5: Kinetic molecular theory.		9	50.6
GOAL 7: Understand Elementary Principles of Thermodynamics.		33	54.3
OBJ 7.1: Factors associated with the characteristics of heat and the conservation of energy.		21	53.4
OBJ 7.2: Make determinations of the heat equivalent of work.		12	52.6
GOAL 8: Understand Wave Motion.		48	55.2
OBJ 8.1: General properties and characteristics of waves.		17	52.7
OBJ 8.2: Investigate and describe sound.		15	53.4
OBJ 8.3: Investigate and describe light in a quantified manner.		16	53.3
GOAL 9: Understand Electricity and Magnetism.		45	57.3
OBJ 9.1: Electrostatic phenomena.		16	53.3
OBJ 9.2: Direct current circuits and alternating current circuits.		17	54.8
OBJ 9.3: Magnetism and how it relates to electricity.		12	53.6

	A	B	C
NUMBER OF STUDENTS TAKING FORM	3,821	3,848	3,760

Notes: **"Number of Observations" includes students who attempted at least one item on the test.
* Form B has 69 scored questions. Forms A and C have 70.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 28. 1999-00 End-of-Course Goal Summary Report
U.S. History

	Number of Observations**	Number of Items /Area	Mean Scale Score
The 1995 State Average of 56.2 is the point of comparison for U.S. History Scale Scores.	70,930	97-100*	55.8
GOAL 1: Analyze elements in the American Colonial experience that led to separation from England.		63	53.3
GOAL 2: Apply ideas of self government as expressed in America's founding documents.		73	53.5
GOAL 3: Judge effectiveness of the institutions of the new nation in completing its independence (1781-1815).		53	52.9
GOAL 4: Assess the contending goals of nationalism and sectionalism in the period 1815-1850.		86	53.9
GOAL 5: Evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.		63	53.2
GOAL 6: Interpret economic, social, and political trends of the late 19th and early 20th centuries.		54	53.4
GOAL 7: Analyze the causes and effects of the United States involvement in international affairs.		88	53.5
GOAL 8: Appraise the economic, social, and political changes of the decades of the 1920s and 1930s.		72	53.4
GOAL 9: Analyze and evaluate the significance of causes, events, and effects of the World War II era.		89	54.9
GOAL 10: Trace economic and social developments and assess their significance for the lives of Americans in the last half-century.		90	55.6
GOAL 11: Analyze changes in American political life in the last half-century.		89	54.8
GOAL 12: Evaluate the conduct of United States foreign policy over the last half-century.		71	55.1

NUMBER OF STUDENTS TAKING FORM	O	Q	R	S	T	U	V	W	X
	3	2	57	7,168	16,457	7,099	7,166	16,499	16,479

Notes: ** Number of Observations" includes students who attempted at least one item on the test.
*Form U has 97 scored questions. R has 98. Forms O, Q, W, and X have 99. S and V have 100.
Data received from LEAs after November 7, 2000 are not included in this table.

Table 29. 1999-00 End-of-Course Distribution of Scale Scores
Algebra I

NUMBER OF STUDENTS WITH VALID SCORES *	90,109
MEAN	59.5
STANDARD DEVIATION	10.5
VARIANCE	110.9

HIGH SCORE	87
LOW SCORE	24

1994 STATE PERCENTILES	SCALE SCORE
90	72.93
75	67.01
50 (MEDIAN)	60.06
25	52.19
10	45.11

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1994 STATE PERCENTILE
87	56	90109	0.06	100.00	99
86	122	90053	0.14	99.94	99
85	202	89931	0.22	99.80	99
84	318	89729	0.35	99.58	99
83	255	89411	0.28	99.23	99
82	134	89156	0.15	98.94	99
81	473	89022	0.52	98.79	99
80	602	88549	0.67	98.27	99
79	632	87947	0.70	97.60	99
78	714	87315	0.79	96.90	99
77	879	86601	0.98	96.11	99
76	981	85722	1.09	95.13	99
75	1453	84741	1.61	94.04	99
74	1479	83288	1.64	92.43	98
73	1254	81809	1.39	90.79	98
72	2208	80555	2.45	89.40	97
71	1888	78347	2.10	86.95	96
70	1973	76459	2.19	84.85	95
69	2665	74486	2.96	82.66	94
68	3380	71821	3.75	79.70	92
67	1746	68441	1.94	75.95	91
66	3664	66695	4.07	74.02	88
65	3831	63031	4.25	69.95	86
64	1912	59200	2.12	65.70	84
63	3926	57288	4.36	63.58	80
62	4002	53362	4.44	59.22	77
61	2741	49360	3.04	54.78	74
60	3534	46619	3.92	51.74	70
59	2697	43085	2.99	47.81	66
58	3474	40388	3.86	44.82	62
57	2728	36914	3.03	40.97	57
56	2738	34186	3.04	37.94	53
55	3387	31448	3.76	34.90	49
54	2085	28061	2.31	31.14	44
53	2647	25976	2.94	28.83	40
52	2579	23329	2.86	25.89	37
51	1897	20750	2.11	23.03	33
50	2591	18853	2.88	20.92	29
49	1809	16262	2.01	18.05	26
48	1745	14453	1.94	16.04	23
47	1592	12708	1.77	14.10	19
46	1551	11116	1.72	12.34	16
45	1421	9565	1.58	10.61	14
44	1335	8144	1.48	9.04	12
43	1251	6809	1.39	7.56	10
42	1076	5558	1.19	6.17	9
41	921	4482	1.02	4.97	7
40	554	3561	0.61	3.95	6
39	730	3007	0.81	3.34	4
38	604	2277	0.67	2.53	3
37	614	1673	0.68	1.86	2
36	432	1059	0.48	1.18	2
35	223	627	0.25	0.70	1
LESS THAN 35	404	404	0.45	0.45	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 30. 1999-00 End-of-Course Distribution of Scale Scores
Algebra II

NUMBER OF STUDENTS WITH VALID SCORES*	52,452
MEAN	61.1
STANDARD DEVIATION	11.0
VARIANCE	120.8
HIGH SCORE	91
LOW SCORE	32

1997 STATE PERCENTILES	SCALE SCORE
90	75.68
75	69.01
50 (MEDIAN)	61.32
25	53.05
10	45.90

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
91	10	52452	0.02	100.00	99
90	19	52442	0.04	99.98	99
89	56	52423	0.11	99.94	99
88	57	52367	0.11	99.84	99
87	205	52310	0.39	99.73	99
86	164	52105	0.31	99.34	99
85	176	51941	0.34	99.03	99
84	322	51765	0.61	98.69	99
83	111	51443	0.21	98.08	99
82	424	51332	0.81	97.86	99
81	464	50908	0.88	97.06	98
80	531	50444	1.01	96.17	98
79	567	49913	1.08	95.16	97
78	681	49346	1.30	94.08	96
77	736	48665	1.40	92.78	96
76	880	47929	1.68	91.38	95
75	805	47049	1.53	89.70	94
74	906	46244	1.73	88.16	92
73	897	45338	1.71	86.44	90
72	1317	44441	2.51	84.73	89
71	1375	43124	2.62	82.22	87
70	1561	41749	2.98	79.59	85
69	1736	40188	3.31	76.62	82
68	1346	38452	2.57	73.31	80
67	1411	37106	2.69	70.74	77
66	1803	35695	3.44	68.05	75
65	2501	33892	4.77	64.62	72
64	1564	31391	2.98	59.85	68
63	1649	29827	3.14	56.87	65
62	1654	28178	3.15	53.72	62
61	1636	26524	3.12	50.57	58
60	1773	24888	3.38	47.45	54
59	1787	23115	3.41	44.07	50
58	1744	21328	3.32	40.66	47
57	1285	19584	2.45	37.34	44
56	1744	18299	3.32	34.89	42
55	963	16555	1.84	31.56	39
54	1705	15592	3.25	29.73	35
53	1702	13887	3.24	26.48	32
52	758	12185	1.45	23.23	28
51	896	11427	1.71	21.79	27
50	1614	10531	3.08	20.08	24
49	1095	8917	2.09	17.00	20
48	828	7822	1.58	14.91	17
47	968	6994	1.85	13.33	16
46	1293	6026	2.47	11.49	13
45	1094	4733	2.09	9.02	10
44	723	3639	1.38	6.94	8
43	512	2916	0.98	5.56	6
42	749	2404	1.43	4.58	4
41	534	1655	1.02	3.16	3
40	438	1121	0.84	2.14	2
39	399	683	0.76	1.30	1
38	153	284	0.29	0.54	1
LESS THAN 38	131	131	0.25	0.25	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 31. 1999-00 End-of-Course Distribution of Scale Scores
Biology

NUMBER OF STUDENTS WITH VALID SCORES*	80,549
MEAN	56.1
STANDARD DEVIATION	8.5
VARIANCE	71.7

HIGH SCORE	87
LOW SCORE	26

1995 STATE PERCENTILES	SCALE SCORE
90	67.02
75	62.00
50 (MEDIAN)	56.09
25	50.38
10	44.75

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
87	2	80549	0.00	100.00	99
85	2	80547	0.00	100.00	99
84	10	80545	0.01	100.00	99
82	22	80535	0.03	99.98	99
81	37	80513	0.05	99.96	99
80	52	80476	0.06	99.91	99
79	53	80424	0.07	99.84	99
78	104	80371	0.13	99.78	99
77	129	80267	0.16	99.65	99
76	165	80138	0.20	99.49	99
75	283	79973	0.35	99.28	99
74	446	79690	0.55	98.93	99
73	497	79244	0.62	98.38	98
72	625	78747	0.78	97.76	98
71	916	78122	1.14	96.99	97
70	852	77206	1.06	95.85	96
69	1348	76354	1.67	94.79	95
68	1632	75006	2.03	93.12	93
67	1816	73374	2.25	91.09	91
66	2043	71558	2.54	88.84	88
65	2384	69515	2.96	86.30	86
64	2493	67131	3.10	83.34	83
63	2760	64638	3.43	80.25	79
62	2918	61878	3.62	76.82	76
61	3159	58960	3.92	73.20	72
60	3268	55801	4.06	69.28	68
59	3513	52533	4.36	65.22	64
58	3552	49020	4.41	60.86	59
57	3594	45468	4.46	56.45	55
56	3874	41874	4.81	51.99	51
55	3808	38000	4.73	47.18	46
54	3716	34192	4.61	42.45	42
53	3801	30476	4.72	37.84	37
52	3187	26675	3.96	33.12	34
51	3005	23488	3.73	29.16	30
50	2918	20483	3.62	25.43	26
49	2277	17565	2.83	21.81	23
48	2323	15288	2.88	18.98	20
47	2376	12965	2.95	16.10	17
46	1427	10589	1.77	13.15	15
45	1479	9162	1.84	11.37	12
44	1598	7683	1.98	9.54	10
43	1089	6085	1.35	7.55	9
42	974	4996	1.21	6.20	7
41	1078	4022	1.34	4.99	6
40	672	2944	0.83	3.65	5
39	618	2272	0.77	2.82	3
38	457	1654	0.57	2.05	2
37	520	1197	0.65	1.49	1
36	272	677	0.34	0.84	1
LESS THAN 36	405	405	0.50	0.50	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 32. 1999-00 End-of-Course Distribution of Scale Scores
Chemistry

NUMBER OF STUDENTS WITH VALID SCORES*	42,605
MEAN	58.1
STANDARD DEVIATION	8.7
VARIANCE	74.8

HIGH SCORE	88
LOW SCORE	28

1997 STATE PERCENTILES	SCALE SCORE
90	69.19
75	63.83
50 (MEDIAN)	58.04
25	52.17
10	46.91

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
88	4	42605	0.01	100.00	99
87	14	42601	0.03	99.99	99
86	5	42587	0.01	99.96	99
85	24	42582	0.06	99.95	99
84	35	42558	0.08	99.89	99
83	35	42523	0.08	99.81	99
82	57	42488	0.13	99.73	99
81	61	42431	0.14	99.59	99
80	61	42370	0.14	99.45	99
79	135	42309	0.32	99.31	99
78	167	42174	0.39	98.99	99
77	162	42007	0.38	98.60	99
76	234	41845	0.55	98.22	99
75	298	41611	0.70	97.67	98
74	275	41313	0.65	96.97	98
73	471	41038	1.11	96.32	97
72	634	40567	1.49	95.22	96
71	524	39933	1.23	93.73	95
70	779	39409	1.83	92.50	94
69	912	38630	2.14	90.67	92
68	1127	37718	2.65	88.53	90
67	1265	36591	2.97	85.88	88
66	930	35326	2.18	82.92	86
65	1496	34396	3.51	80.73	83
64	1403	32900	3.29	77.22	80
63	1780	31497	4.18	73.93	76
62	1651	29717	3.88	69.75	72
61	2068	28066	4.85	65.87	68
60	1894	25998	4.45	61.02	64
59	1661	24104	3.90	56.58	60
58	2459	22443	5.77	52.68	56
57	1962	19984	4.61	46.91	51
56	1846	18022	4.33	42.30	46
55	1568	16176	3.68	37.97	42
54	2264	14608	5.31	34.29	37
53	1164	12344	2.73	28.97	33
52	1600	11180	3.76	26.24	28
51	1147	9580	2.69	22.49	25
50	1226	8433	2.88	19.79	22
49	1053	7207	2.47	16.92	19
48	1241	6154	2.91	14.44	16
47	1101	4913	2.58	11.53	13
46	744	3812	1.75	8.95	11
45	422	3068	0.99	7.20	9
44	481	2646	1.13	6.21	8
43	510	2165	1.20	5.08	6
42	395	1655	0.93	3.88	4
41	421	1260	0.99	2.96	3
40	258	839	0.61	1.97	2
39	294	581	0.69	1.36	1
38	121	287	0.28	0.67	1
37	62	166	0.15	0.39	1
36	54	104	0.13	0.24	1
LESS THAN 36	50	50	0.12	0.12	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 33. 1999-00 End-of-Course Distribution of Scale Scores
Economic, Legal, and Political Systems

NUMBER OF STUDENTS WITH VALID SCORES*	78,992
MEAN	55.1
STANDARD DEVIATION	8.9
VARIANCE	79.1

HIGH SCORE	84
LOW SCORE	21

1997 STATE PERCENTILES	SCALE SCORE
90	66.28
75	61.46
50 (MEDIAN)	55.59
25	49.26
10	42.96

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
84	2	78992	0.00	100.00	99
83	5	78991	0.01	100.00	99
82	2	78986	0.00	99.99	99
81	21	78984	0.03	99.99	99
80	17	78963	0.02	99.96	99
79	33	78946	0.04	99.94	99
78	51	78913	0.06	99.90	99
77	113	78862	0.14	99.83	99
76	116	78749	0.15	99.69	99
75	222	78633	0.28	99.54	99
74	188	78411	0.24	99.26	99
73	325	78223	0.41	99.03	99
72	704	77898	0.89	98.61	99
71	686	77194	0.87	97.72	98
70	769	76508	0.97	96.85	97
69	1315	75739	1.66	95.88	96
68	1271	74424	1.61	94.22	95
67	1688	73153	2.14	92.61	93
66	1705	71465	2.16	90.47	91
65	1929	69760	2.44	88.31	89
64	2676	67831	3.39	85.87	87
63	2855	65155	3.61	82.48	84
62	2939	62300	3.72	78.87	81
61	3105	59361	3.93	75.15	77
60	3241	56256	4.10	71.22	73
59	3583	53015	4.54	67.11	70
58	3294	49432	4.17	62.58	65
57	3346	46138	4.24	58.41	61
56	3611	42792	4.57	54.17	57
55	3156	39181	4.00	49.60	52
54	4044	36025	5.12	45.61	48
53	3008	31981	3.81	40.49	44
52	3140	28973	3.98	36.68	39
51	2812	25833	3.56	32.70	36
50	2645	23021	3.35	29.14	33
49	2645	20376	3.35	25.79	29
48	2341	17731	2.96	22.45	26
47	1783	15390	2.26	19.48	23
46	1935	13607	2.45	17.23	20
45	1667	11672	2.11	14.78	18
44	1517	10005	1.92	12.67	16
43	1093	8488	1.38	10.75	14
42	1157	7395	1.46	9.36	12
41	1113	6238	1.41	7.90	10
40	829	5125	1.05	6.49	9
39	926	4296	1.17	5.44	8
38	721	3370	0.91	4.27	6
37	631	2649	0.80	3.35	5
36	502	2018	0.64	2.55	4
35	540	1516	0.68	1.92	3
34	290	976	0.37	1.24	2
33	330	686	0.42	0.87	1
LESS THAN 33	356	356	0.45	0.45	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 34. 1999-00 End-of-Course Distribution of Scale Scores
English I

NUMBER OF STUDENTS WITH VALID SCORES*	93,428
MEAN	55.4
STANDARD DEVIATION	8.6
VARIANCE	73.6

HIGH SCORE	85
LOW SCORE	23

1995 STATE PERCENTILES	SCALE SCORE
90	66.17
75	61.35
50 (MEDIAN)	55.62
25	49.80
10	44.19

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
85	1	93428	0.00	100.00	99
84	3	93427	0.00	100.00	99
83	8	93424	0.01	100.00	99
82	20	93416	0.02	99.99	99
81	17	93396	0.02	99.97	99
80	39	93379	0.04	99.95	99
79	44	93340	0.05	99.91	99
78	155	93296	0.17	99.86	99
77	96	93141	0.10	99.69	99
76	158	93045	0.17	99.59	99
75	357	92887	0.38	99.42	99
74	312	92530	0.33	99.04	99
73	450	92218	0.48	98.70	99
72	713	91768	0.76	98.22	99
71	844	91055	0.90	97.46	98
70	1018	90211	1.09	96.56	97
69	1279	89193	1.37	95.47	97
68	1383	87914	1.48	94.10	96
67	1589	86531	1.70	92.62	94
66	2620	84942	2.80	90.92	93
65	2791	82322	2.99	88.11	91
64	2270	79531	2.43	85.13	89
63	4110	77261	4.40	82.70	86
62	2591	73151	2.77	78.30	84
61	3283	70560	3.51	75.52	81
60	4483	67277	4.80	72.01	77
59	4164	62794	4.46	67.21	73
58	3774	58630	4.04	62.75	70
57	5228	54856	5.60	58.71	66
56	3328	49628	3.56	53.12	62
55	5259	46300	5.63	49.56	58
54	3606	41041	3.86	43.93	53
53	4492	37435	4.81	40.07	49
52	3411	32943	3.65	35.26	45
51	3400	29532	3.64	31.61	40
50	3969	26132	4.25	27.97	37
49	2215	22163	2.37	23.72	32
48	3310	19948	3.54	21.35	28
47	2664	16638	2.85	17.81	25
46	1840	13974	1.97	14.96	22
45	2322	12134	2.49	12.99	19
44	1512	9812	1.62	10.50	16
43	1360	8300	1.46	8.88	14
42	1249	6940	1.34	7.43	11
41	1098	5691	1.18	6.09	9
40	957	4593	1.02	4.92	8
39	857	3636	0.92	3.89	6
38	640	2779	0.69	2.97	5
37	588	2139	0.63	2.29	4
36	447	1551	0.48	1.66	3
35	330	1104	0.35	1.18	2
34	257	774	0.28	0.83	2
33	170	517	0.18	0.55	1
LESS THAN 33	347	347	0.37	0.37	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after August 8, 2000 are not included in this table.

Table 35. 1999-00 End-of-Course Distribution of Scale Scores
Geometry

NUMBER OF STUDENTS WITH VALID SCORES*	64,572
MEAN	59.1
STANDARD DEVIATION	10.0
VARIANCE	99.6

HIGH SCORE	91
LOW SCORE	25

1997 STATE PERCENTILES	SCALE SCORE
90	72.36
75	66.15
50 (MEDIAN)	59.29
25	51.91
10	45.72

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
91	1	64572	0.00	100.00	99
89	8	64571	0.01	100.00	99
88	17	64563	0.03	99.99	99
87	3	64546	0.00	99.96	99
86	38	64543	0.06	99.96	99
85	84	64505	0.13	99.90	99
84	59	64421	0.09	99.77	99
83	170	64362	0.26	99.67	99
82	142	64192	0.22	99.41	99
81	293	64050	0.45	99.19	99
80	270	63757	0.42	98.74	99
79	421	63487	0.65	98.32	99
78	521	63066	0.81	97.67	98
77	629	62545	0.97	96.86	98
76	644	61916	1.00	95.89	97
75	723	61272	1.12	94.89	96
74	811	60549	1.26	93.77	95
73	1475	59738	2.28	92.51	94
72	1023	58263	1.58	90.23	92
71	1490	57240	2.31	88.65	91
70	1578	55750	2.44	86.34	89
69	1618	54172	2.51	83.89	87
68	1857	52554	2.88	81.39	84
67	1362	50697	2.11	78.51	82
66	2610	49335	4.04	76.40	79
65	2246	46725	3.48	72.36	76
64	1733	44479	2.68	68.88	73
63	3024	42746	4.68	66.20	70
62	1898	39722	2.94	61.52	67
61	1935	37824	3.00	58.58	63
60	3162	35889	4.90	55.58	60
59	2068	32727	3.20	50.68	56
58	2731	30659	4.23	47.48	53
57	2115	27928	3.28	43.25	49
56	2077	25813	3.22	39.98	45
55	2115	23736	3.28	36.76	42
54	2113	21621	3.27	33.48	39
53	2134	19508	3.30	30.21	36
52	2093	17374	3.24	26.91	33
51	1336	15281	2.07	23.67	31
50	1929	13945	2.99	21.60	28
49	1871	12016	2.90	18.61	25
48	1741	10145	2.70	15.71	22
47	1115	8404	1.73	13.01	19
46	1066	7289	1.65	11.29	16
45	1345	6223	2.08	9.64	14
44	1194	4878	1.85	7.55	13
43	678	3684	1.05	5.71	11
42	591	3006	0.92	4.66	9
41	584	2415	0.90	3.74	7
40	639	1831	0.99	2.84	5
39	439	1192	0.68	1.85	3
38	291	753	0.45	1.17	2
37	126	462	0.20	0.72	1
36	150	336	0.23	0.52	1
35	87	186	0.13	0.29	1
LESS THAN 35	99	99	0.15	0.15	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 36. 1999-00 End-of-Course Distribution of Scale Scores
Physical Science

NUMBER OF STUDENTS WITH VALID SCORES*	67,066
MEAN	54.9
STANDARD DEVIATION	8.7
VARIANCE	76.0

HIGH SCORE	86
LOW SCORE	26

1997 STATE PERCENTILES	SCALE SCORE
90	65.91
75	60.98
50 (MEDIAN)	55.19
25	48.78
10	42.90

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
86	1	67066	0.00	100.00	99
85	2	67065	0.00	100.00	99
84	4	67063	0.01	100.00	99
83	2	67059	0.00	99.99	99
82	6	67057	0.01	99.99	99
81	9	67051	0.01	99.98	99
80	40	67042	0.06	99.96	99
79	40	67002	0.06	99.90	99
78	81	66962	0.12	99.84	99
77	120	66881	0.18	99.72	99
76	135	66761	0.20	99.55	99
75	197	66626	0.29	99.34	99
74	220	66429	0.33	99.05	99
73	276	66209	0.41	98.72	99
72	468	65933	0.70	98.31	98
71	686	65465	1.02	97.61	97
70	682	64779	1.02	96.59	96
69	588	64097	0.88	95.57	95
68	1380	63509	2.06	94.70	94
67	790	62129	1.18	92.64	92
66	1672	61339	2.49	91.46	90
65	1675	59667	2.50	88.97	88
64	1672	57992	2.49	86.47	86
63	2462	56320	3.67	83.98	83
62	2451	53858	3.65	80.31	80
61	2148	51407	3.20	76.65	77
60	3203	49259	4.78	73.45	73
59	2437	46056	3.63	68.67	70
58	3027	43619	4.51	65.04	66
57	2780	40592	4.15	60.53	61
56	3293	37812	4.91	56.38	57
55	3138	34519	4.68	51.47	54
54	2583	31381	3.85	46.79	49
53	3298	28798	4.92	42.94	46
52	1923	25500	2.87	38.02	42
51	3731	23577	5.56	35.15	38
50	1794	19846	2.67	29.59	35
49	1787	18052	2.66	26.92	31
48	2324	16265	3.47	24.25	28
47	2204	13941	3.29	20.79	25
46	1492	11737	2.22	17.50	22
45	1462	10245	2.18	15.28	20
44	1336	8783	1.99	13.10	17
43	1230	7447	1.83	11.10	15
42	1178	6217	1.76	9.27	13
41	1042	5039	1.55	7.51	11
40	1168	3997	1.74	5.96	9
39	687	2829	1.02	4.22	7
38	603	2142	0.90	3.19	5
37	504	1539	0.75	2.29	4
36	413	1035	0.62	1.54	3
35	297	622	0.44	0.93	2
34	152	325	0.23	0.48	1
33	71	173	0.11	0.26	1
LESS THAN 33	102	102	0.15	0.15	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 37. 1999-00 End-of-Course Distribution of Scale Scores
Physics

NUMBER OF STUDENTS WITH VALID SCORES*	11,429
MEAN	57.1
STANDARD DEVIATION	9.0
VARIANCE	81.4

HIGH SCORE	86
LOW SCORE	24

1997 STATE PERCENTILES	SCALE SCORE
90	68.61
75	63.39
50 (MEDIAN)	57.25
25	50.78
10	45.76

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1997 STATE PERCENTILE
86	1	11429	0.01	100.00	99
85	1	11428	0.01	99.99	99
84	6	11427	0.05	99.98	99
83	4	11421	0.03	99.93	99
82	19	11417	0.17	99.90	99
81	10	11398	0.09	99.73	99
80	17	11388	0.15	99.64	99
79	18	11371	0.16	99.49	99
78	48	11353	0.42	99.34	99
77	54	11305	0.47	98.92	99
76	49	11251	0.43	98.44	99
75	65	11202	0.57	98.01	98
74	97	11137	0.85	97.45	98
73	121	11040	1.06	96.60	97
72	118	10919	1.03	95.54	96
71	126	10801	1.10	94.51	95
70	203	10675	1.78	93.40	94
69	208	10472	1.82	91.63	93
68	271	10264	2.37	89.81	91
67	335	9993	2.93	87.44	89
66	243	9658	2.13	84.50	87
65	341	9415	2.98	82.38	84
64	461	9074	4.03	79.39	82
63	388	8613	3.39	75.36	78
62	417	8225	3.65	71.97	75
61	543	7808	4.75	68.32	71
60	359	7265	3.14	63.57	68
59	564	6906	4.93	60.43	63
58	477	6342	4.17	55.49	59
57	594	5865	5.20	51.32	54
56	389	5271	3.40	46.12	50
55	522	4882	4.57	42.72	46
54	506	4360	4.43	38.15	42
53	428	3854	3.74	33.72	37
52	331	3426	2.90	29.98	33
51	331	3095	2.90	27.08	30
50	425	2764	3.72	24.18	27
49	440	2339	3.85	20.47	23
48	284	1899	2.48	16.62	20
47	314	1615	2.75	14.13	17
46	214	1301	1.87	11.38	14
45	179	1087	1.57	9.51	12
44	120	908	1.05	7.94	10
43	155	788	1.36	6.89	8
42	105	633	0.92	5.54	7
41	69	528	0.60	4.62	5
40	112	459	0.98	4.02	4
39	91	347	0.80	3.04	3
38	60	256	0.52	2.24	2
37	49	196	0.43	1.71	2
36	52	147	0.45	1.29	1
35	26	95	0.23	0.83	1
LESS THAN 35	69	69	0.60	0.60	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 38. 1998-99 End-of-Course Distribution of Scale Scores
U.S. History

NUMBER OF STUDENTS WITH VALID SCORES*	70,930	HIGH SCORE	87	
		LOW SCORE	25	
MEAN	55.8	1995 STATE PERCENTILES		SCALE SCORE
STANDARD DEVIATION	8.3	90		66.32
		75		61.55
		50 (MEDIAN)		55.88
VARIANCE	69.0	25		50.02
		10		44.67

FREQUENCY DISTRIBUTION

SCALE SCORE	FREQUENCY	CUMULATIVE FREQUENCY	PERCENT	CUMULATIVE PERCENT	1995 STATE PERCENTILE
87	2	70930	0.00	100.00	99
86	1	70928	0.00	100.00	99
85	3	70927	0.00	100.00	99
84	5	70924	0.01	99.99	99
83	7	70919	0.01	99.98	99
82	14	70912	0.02	99.97	99
81	23	70898	0.03	99.95	99
80	41	70875	0.06	99.92	99
79	50	70834	0.07	99.86	99
78	85	70784	0.12	99.79	99
77	102	70699	0.14	99.67	99
76	149	70597	0.21	99.53	99
75	198	70448	0.28	99.32	99
74	349	70250	0.49	99.04	99
73	300	69901	0.42	98.55	98
72	555	69601	0.78	98.13	98
71	595	69046	0.84	97.34	97
70	933	68451	1.32	96.51	96
69	868	67518	1.22	95.19	94
68	1285	66650	1.81	93.97	92
67	1278	65365	1.80	92.15	90
66	1391	64087	1.96	90.35	88
65	1893	62696	2.67	88.39	85
64	2453	60803	3.46	85.72	82
63	2414	58350	3.40	82.26	78
62	2872	55936	4.05	78.86	74
61	3080	53064	4.34	74.81	70
60	2804	49984	3.95	70.47	66
59	3086	47180	4.35	66.52	61
58	3074	44094	4.33	62.17	57
57	3340	41020	4.71	57.83	52
56	3583	37680	5.05	53.12	48
55	3130	34097	4.41	48.07	44
54	3373	30967	4.76	43.66	39
53	3388	27594	4.78	38.90	35
52	2640	24206	3.72	34.13	30
51	2343	21566	3.30	30.40	27
50	3069	19223	4.33	27.10	23
49	2498	16154	3.52	22.77	20
48	1853	13656	2.61	19.25	17
47	2355	11803	3.32	16.64	15
46	1448	9448	2.04	13.32	12
45	1099	8000	1.55	11.28	10
44	1478	6901	2.08	9.73	8
43	1375	5423	1.94	7.65	6
42	791	4048	1.12	5.71	5
41	628	3257	0.89	4.59	4
40	580	2629	0.82	3.71	3
39	590	2049	0.83	2.89	2
38	521	1459	0.73	2.06	1
37	334	938	0.47	1.32	1
36	179	604	0.25	0.85	1
35	174	425	0.25	0.60	1
LESS THAN 35	251	251	0.35	0.35	1

Notes: *Students with valid scores are those students who attempted at least one item on the test.
Data received from LEAs after November 3, 2000 are not included in this table.

Table 39. 1999-00 End-of-Course Multiple-Choice Test Results
Algebra I – Mean Scale Score by LEA (Maximum=87)

State	Mean Score[1]	2000 LEA Performance
	77.7	Magellan**
	72.7	Lake Norman**
	70.1	Exploris**
	69.3	Quest Academy**
	69.1	Mount Airy City
	68.5	Arapahoe**
	67.5	Thomas Jefferson**
	66.1	Elkin City
	65.9	Chapel Hill-Carrboro City
	65.5	Downtown Middle**
	65.3	Madison, Watauga
	65.1	Buncombe, Transylvania
	64.9	Polk
	64.5	Surry
	64.3	Haywood
	64.1	Burke, Cabarrus, Catawba
	63.9	Cherokee, Newton-Conover City
	63.7	Ashe, Chatham Charter**, Clay
	63.5	Henderson, Wake
	63.3	Gates, Perquimans, Rutherford
	62.9	Currituck, Greene
	62.7	Graham, Jackson
	62.5	Johnston
	62.3	Scotland
	62.1	Asheboro City, Wilson
	61.9	Union, Wilkes
	61.7	Hickory City, Pender, Richmond
	61.5	Orange, Stanly
	61.3	Alexander, Rowan-Salisbury, Shelby City
	61.1	Cleveland, Davidson, Pitt, Randolph, Summit Charter**, Village Charter**, Winston-Salem/Forsyth, Yancey
	60.9	American Ren. Middle**, Chatham, Clinton City
	60.7	McDowell
	60.5	Carteret, Dare, Davie, Gaston, Granville, Onslow
	60.3	Lee, Moore
	59.9	Iredell-Statesville, Lenoir
	59.7	Craven, Kannapolis City, Roanoke Rapids City
2000 State	59.5	Person
	59.3	Alamance-Burlington, Sampson
	59.1	Lincoln, Raleigh Charter High**, Swain, Thomasville City
	58.9	Alleghany, Avery, Edgecombe, Stokes
	58.7	Camden, Kings Mountain City, Nash-Rocky Mount
	58.5	Asheville City, Caldwell, Franklin, Guilford, Mooresville City, New Hanover
	58.3	Rockingham, Wayne
1999 State	58.1	Beaufort, Pamlico
	57.9	Harnett, Martin
	57.7	Brunswick, Columbus
	57.3	Edenton/Chowan, Macon
1998 State	57.1	Whiteville City
	56.3	Cape Lookout Marine**, Tyrrell
	55.9	Charlotte/Mecklenburg, Cumberland
1997 State	55.7	Bladen, Durham, Vance
	55.3	Duplin
1994, 1996 State	55.1	
	54.9	Mitchell
1995 State	54.7	Anson
	54.5	Hoke
	54.1	Robeson
	53.9	Woods Charter**
	53.7	Weldon City
	53.5	Lexington City, Northampton
	53.3	Caswell
	53.1	Elizabeth City/Pasquotank
	52.9	Bertie
	52.7	New Century**
	52.5	Yadkin
	52.3	Jones, Montgomery
	51.7	Kestrel Heights**, River Mill Charter**
	51.5	Hyde
	51.3	Hertford, Washington
	51.1	Warren
	49.7	Halifax, Laurinburg Homework**
	49.1	Lakeside School**
	48.7	East Wake Academy**
	48.1	J.H. Baker Jr High**
	47.7	Carter Community**
	43.9	Wayne Academy**
	42.9	Provisions Academy**
	40.1	Oma's Inc **
	39.7	Lift Academy**
	38.3	Kennedy Charter**
	*	Crossnore Academy**, Grandfather Academy**, Omuteko Gwamazima**

Notes: [1] Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 40. 1999-00 End-of-Course Multiple-Choice Test Results
Algebra II – Mean Scale Score by LEA (Maximum=92)

State	Mean Score†	2000 LEA Performance
	71.1	Raleigh Charter High**
	69.9	Chapel Hill-Carrboro City, Elkin City
	67.7	Haywood, Mount Airy City
	67.3	Orange, Transylvania
	66.9	Watauga
	66.5	Graham
	66.1	Wilkes
	65.9	Madison, Shelby City
	65.7	Burke
	65.5	Granville, Perquimans
	65.3	Iredell-Statesville
	65.1	Wake
	64.9	Newton-Conover City
	64.7	Pamlico
	64.5	Clay, Dare
	64.3	Buncombe
	64.1	Henderson
	63.9	Stanly
	63.7	Cherokee, Johnston, New Hanover, Pitt
	63.5	Ashe, Catawba
	63.3	Alexander, Cabarrus, Surry, Swain
	63.1	Craven, Currituck
	62.7	McDowell
	62.5	Alleghany, Lenoir, Scotland
	62.3	Randolph
	62.1	Hyde, Onslow, Thomasville City, Union
	61.9	Asheboro City, Guilford, Moore, Winston-Salem Forsyth
	61.7	Hickory City, Mitchell
	61.5	Davie, Yancey
	61.3	Camden, Edenton/Chowan
2000 State	61.1	Anson, Chatham, Wilson
	60.9	Carteret, Pender, Rutherford
	60.7	Macon, Mooresville City
	60.5	Charlotte/Mecklenburg
	60.3	Alamance-Burlington, Caldwell, Durham, Franklin, Rockingham
1999 State	60.1	Gates, Harnett, Person, Rowan-Salisbury
	59.7	Duplin
	59.5	Cape Lookout Marine**, Davidson, Edgecombe, Lincoln, Sampson
	59.3	Gaston, Kannapolis City, Wayne
	59.1	Caswell
	58.9	Asheville City, Beaufort, Lee
	58.7	Avery, Jackson, Roanoke Rapids City
	58.5	Nash-Rocky Mount
	58.1	Martin
	57.7	Cleveland, Kings Mountain City, New Century**, Whiteville City
	57.5	Clinton City, Lexington City, River Mill Charter**
	57.3	Elizabeth City/Pasquotank, Greene, Polk
	57.1	Brunswick, Tyrrell
	56.7	Montgomery, Yadkin
	56.3	Richmond
	56.1	Cumberland, Stokes
	55.9	Bladen, Hoke
	55.3	Hertford
	54.7	Columbus
	54.3	Vance
	53.5	Bertie
	53.3	Warren, Weldon City
	52.9	Washington
	52.7	Robeson
	51.9	Jones, Woods Charter**
	51.3	Northampton
	49.9	Halifax
	45.5	Oma's Inc **
	43.1	Provisions Academy**
	42.9	Right Step**
	40.3	Laurinburg**
	*	J.H. Baker Jr High**, Kestrel Heights**, Laurinburg Homework**, Lift Academy**, Quest Academy**,

Notes: †Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Data received from LEAs after July 25, 2000 are not included in this table.

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Table 41. 1999-00 End-of-Course Multiple-Choice Test Results
Biology -- Mean Scale Score by LEA (Maximum=89)

State	Mean Score†	2000 LEA Performance
	64.3	Raleigh Charter High**
	62.7	Chapel Hill-Carrboro City
	59.9	Thomas Jefferson**
	59.5	Granville
	59.3	Polk, Transylvania, Watauga
	59.1	Wake, Woods Charter**
	58.9	Elkin City
	58.7	Yancey
	58.3	New Hanover, Orange
	58.1	Cabarrus, Clay, Macon, Perquimans
	57.9	Cherokee, Jackson, Johnston
	57.7	Buncombe, Burke, Guilford, Hickory City, Shelby City
	57.5	Mitchell
	57.3	Alexander, Newton-Conover City
	57.1	Avery, Davie, Graham, Henderson, Kings Mountain City, Mount Airy City, Whiteville City, Wilkes
	56.9	Haywood, Lexington City, Onslow, Pitt
	56.7	McDowell, Stanly, Winston-Salem Forsyth
	56.5	Charlotte/Mecklenberg, Lee, Surry
1998 State	56.3	Asheboro City, Camden, Kannapolis City
1999-2000 State	56.1	Carteret, Dare, Gaston, Iredell-Statesville, Lincoln, Mooresville City, Roanoke Rapids City, Stokes, Swain
1997 State	55.9	Catawba, Davidson, Durham, Randolph
	55.7	Asheville City, Chatham, Cleveland, Craven, Franklin, Person, Rutherford
1995,1996 State	55.5	Caldwell, Yadkin
	55.3	Edgecombe
	55.1	Alleghany, Duplin
	54.9	Ashe, Madison, Moore, Rockingham, Scotland, Union, Wayne, Wilson
	54.7	Brunswick, Edenton/Chowan, Harnett, River Mill Charter**, Rowan-Salisbury
	54.5	Alamance-Burlington, Cumberland, Thomasville City
	54.3	Martin
	54.1	Currituck, Lenoir, Pender
	53.9	Northampton, Sampson
	53.7	Bladen, Columbus, Greene, Nash-Rocky Mount, Pamlico
	53.5	Vance
	53.1	Beaufort
	52.9	New Century**
	52.7	Elizabeth City/Pasquotank, Washington
	52.3	Jones, Montgomery, Richmond
	52.1	Caswell, Clinton City, Gates, Hyde, Laurinburg Homework**, Robeson
	51.9	Hoke
	51.3	Tyrrell
	51.1	Warren
	50.9	Anson, Weldon City
	50.7	Bertie
	50.1	Hertford
	49.7	Cape Lookout Marine**
	49.3	Halifax
	47.7	Oma's Inc.**
	45.7	Provisions Academy**
	44.9	J.H. Baker Jr High**, Right Step**
	43.7	Lift Academy**, Wayne Academy**
	43.3	Kennedy Charter**
	*	Crossnore Academy**, Grandfather Academy**, Lakeside School**, Quest Academy**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Data received from LEAs after October 24, 2000 are not included in this table.

Table 42. 1999-00 End-of-Course Multiple-Choice Test Results
Chemistry -- Mean Scale Score by LEA (Maximum=87)

State	Mean Score†	2000 LEA Performance
	65.9	Chapel Hill-Carrboro City
	65.7	Transylvania
	63.1	Hickory City
	62.5	Yancey
	62.3	Cherokee, Mooresville City, Orange, Raleigh Charter High**
	62.1	Carteret, Lexington City
	61.9	Watauga
	61.7	Scotland
	61.5	Cabarrus, Richmond, Roanoke Rapids City
	61.3	Wake
	61.1	Davie, McDowell, Wilkes
	60.9	Henderson, Whiteville City
	60.7	Currituck, Kannapolis City
	60.5	Dare, New Hanover, Union
	60.3	Burke, Onslow
	60.1	Mitchell, Pender
	59.9	Stanly
	59.7	Catawba
	59.5	Durham, Greene, Iredell-Statesville, Johnston, Rowan-Salisbury, Stokes
	59.3	Perquimans
	59.1	Granville, Mount Airy City
	58.9	Clinton City, Craven, Newton-Conover City
	58.7	Alexander, Gaston, Guilford
	58.5	Alleghany, Elkin City, Winston-Salem/Forsyth
	58.3	Lenoir, Person
2000 State	58.1	Buncombe
1999 State	57.9	Caldwell, Harnett, Haywood, Pamlico, Sampson
	57.7	Beaufort, Nash-Rocky Mount
	57.5	Lee, Martin
	57.3	Asheville City, Franklin, Macon, Randolph, Rutherford
	57.1	Camden, Cleveland, Lincoln, Moore, Surry
	56.9	Davidson, Graham, Madison, Pitt
	56.7	Elizabeth City, Pasquotank, Jackson
	56.5	Ashe
	56.3	Brunswick, Duplin, Edgecombe, Polk, Swain, Thomasville City
	56.1	Alamance-Burlington, Asheboro City, Charlotte/Mecklenburg, Cumberland, Wilson
	55.9	Chatham, Rockingham
	55.7	Avery, Clay
	55.5	Montgomery, Shelby City
	55.1	Hyde
	54.9	River Mill Charter**, Tyrrell
	54.7	Yadkin
	54.5	Columbus
	54.3	Kings Mountain City
	54.1	Anson, Bladen, Caswell, Gates, Northampton, Woods Charter**
	53.9	Wayne
	53.5	Warren
	52.9	Edenton/Chowan, Robeson
	52.3	Jones, Vance
	51.9	Hertford, New Century**, Washington
	50.9	Bertie
	49.5	Hoke
	48.5	Halifax
	47.7	Weldon City
	45.7	Right Step**
	*	Provisions Academy**, Quest Academy**

Notes: †Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Table 43. 1999-00 End-of-Course Multiple-Choice Test Results
Economic, Legal, and Political Systems -- Mean Scale Score by LEA (Maximum=87)

State	Mean Score†	2000 LEA Performance
	63.7	Raleigh Charter High**
	61.7	Swain
	61.1	Chapel Hill-Carrboro City, Cherokee
	60.5	Shelby City
	60.1	Avery
	59.5	Currituck, Johnston
	58.7	Brunswick
	58.5	Burke, Granville, Hyde
	58.1	Randolph
	57.9	Clay, Elkin City
	57.7	Polk, Rowan-Salisbury, Wake
	57.5	Dare, Iredell-Statesville
	57.3	Cabarrus, Edgecombe, Union, Whiteville City
	57.1	Pitt, Transylvania, Woods Charter**
	56.9	Beaufort, Buncombe, Madison
	56.7	Wayne Academy**
	56.5	Ashe, Davie, Guilford, Kings Mountain City, Martin
	56.3	Mooresville City, Perquimans, Stanly, Watauga
	56.1	Davidson, Graham
	55.9	Carteret, Greene, Onslow
	55.7	Asheville City, Cleveland, Orange, Wilkes
	55.5	Harnett, Haywood, Jackson, New Hanover, Rockingham, Scotland, Surry, Winston-Salem/Forsyth
	55.3	Henderson, Mitchell, Newton-Conover City, Stokes
1999, 2000 State	55.1	Catawba, Craven, Macon, Moore
1998 State	54.9	Gates, Kannapolis City, Yancey
	54.7	Lee, McDowell, Yadkin
	54.5	Hickory City, Mount Airy City, Pamlico
	54.3	Cumberland
	54.1	Lenoir
1997 State	53.9	Charlotte/Mecklenburg, Columbus, Lincoln, Rutherford, Sampson, Wilson
	53.7	Bladen, Chatham, Clinton City, Duplin, Franklin, Person
	53.5	Alleghany, Asheboro City, Hoke, River Mill Charter**
	53.3	Alamance-Burlington, Alexander, Bertie, Elizabeth City/Pasquotank, Hertford
	53.1	Caswell, Lexington City, Pender, Roanoke Rapids City
	52.9	Camden, Cape Lookout Marine**, Durham
	52.7	Edenton/Chowan, Richmond
	52.3	Caldwell
	52.1	Montgomery, Nash-Rocky Mount
	51.9	Gaston
	51.7	Tyrrell
	51.5	Jones, Thomasville City
	51.3	Anson, Northampton
	51.1	Vance
	50.7	Oma's Inc. **
	50.5	East Wake Academy**
	49.7	Halifax
	49.3	Weldon City
	48.3	Robeson
	48.1	Warren, Washington
	47.7	Carter Community**, Laurinburg Homework**
	46.1	Kennedy Charter**, Provisions Academy**
	45.9	J.H. Baker Jr High**
	42.9	Right Step**
	42.1	Wayne Academy**
	41.5	Laurinburg**
	38.5	Lift Academy**
	*	Crossnore Ac**, Grandfather Ac**, Lakeside School**, New Century**, Omuteko Gwamaziima**, Quest Ac **

Notes †Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

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Table 44. 1999-2000 End-of-Course Multiple-Choice Test Results
English I – Mean Scale Score by LEA (Maximum=86)

State	Mean Score†	2000 LEA Performance
	63.5	Chapel Hill-Carrboro City, Raleigh Charter High**
	61.3	Thomas Jefferson**
	59.3	Elkin City
	58.9	Woods Charter**
	58.5	Clay
	58.1	Wake
	57.9	Shelby City, Transylvania, Watauga, Yancey
	57.7	Camden, Cherokee, Graham
	57.5	Swain
	57.3	Buncombe, Johnston, Person
	57.1	Asheboro City, Cabarrus, Pamlico
	56.9	Jackson, Orange, Polk
	56.7	Burke, Mount Airy City, New Hanover
	56.5	Craven, Davie, Haywood, Moore, Union, Whiteville City, Winston-Salem/Forsyth
	56.3	Macon, Mitchell, Mooresville City, Pender, Stanly
	56.1	Carteret, Henderson
	55.9	Asheville City, Dare, Guilford, Hickory City, McDowell, Pitt, Roanoke Rapids City
	55.7	Avery, Charlotte/Mecklenburg, Cleveland, Currituck, Davidson, Onslow
2000 State	55.5	Catawba, Chatham, Durham, Gaston, Granville, Harnett
	55.3	Alexander, Caldwell, Lee, Lenoir, Rockingham, Surry, Wilkes
	55.1	Clinton City, Iredell-Stateville, Kings Mountain City, Rutherford
	54.9	Richmond, Rowan-Salisbury
	54.7	Alamance-Burlington, Alleghany, Brunswick, Caswell, Wayne
1999 State	54.5	Cumberland, Edgecombe, Randolph
	54.3	Ashe, Elizabeth City/Pasquotank, Greene, Lincoln, Newton-Conover City, Sampson, Wilson
	54.1	Edenton/Chowan
	53.9	Yadkin
1998 State	53.7	Nash-Rocky Mount, Perquimans
	53.5	Beaufort, Duplin, Gates, Lexington City, Madison, New Century**, Scotland
1997 State	53.3	Columbus, Franklin
1995, 1996 State	53.1	Stokes
	52.9	Martins
	52.7	Bladen, Kannapolis City, Montgomery, River Mill Charter**
	52.5	Northampton
	52.3	Hoke, Tyrrell
	52.1	Anson, Kestrel Heights**, Thomasville City
	51.9	East Wake Academy**, Vance
	51.7	Hyde, Warren
	51.1	Bertie
	50.5	Jones
	50.3	Robeson, Washington
	49.7	Cape Lookout Marine**, Hertford, Provisions Academy**
	49.5	Weldon City
	48.3	Laurinburg Homework**
	48.1	Carter Community**, Halifax, Oma's Inc. **
	47.5	J.H. Baker Jr High**
	45.7	Wayne Academy**
	43.7	Lift Academy**
	43.1	Right Step**
	38.9	Kennedy Charter**
	*	C.G. Woodson**, Crossnore Ac**, Grandfather Ac**, Lakeside School**, Omuteko Gwamaziima**, Quest Ac**

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Table 45. 1999-00 End-of-Course Multiple-Choice Test Results
Geometry -- Mean Scale Score by LEA (Maximum=91)

State	Mean Score'	2000 LEA Performance
	80.1	Magellan**
	73.9	Exploris**
	68.3	Lake Norman**
	66.9	Chapel Hill-Carrboro City
	66.1	Raleigh Charter High**
	65.9	Currituck
	64.9	Yancey
	64.5	Transylvania
	64.3	Quest Academy**
	63.9	Iredell-Statesville
	63.5	Newton-Conover City
	63.3	Catawba
	63.1	Clay, Haywood, Henderson, Wake, Watauga
	62.9	Cherokee, Edenton/Chowan
	62.7	Asheboro City, Buncombe, Roanoke Rapids City
	62.5	Cabarrus, Dare, Graham, Mooresville City, Pamlico
	62.3	Burke, Shelby City
	62.1	Stokes
	61.9	Orange
	61.7	Gates, Stanly
	61.5	Alexander, Elkin City, Granville, McDowell, Scotland
	60.9	Johnston, Surry
	60.7	Carteret, Pitt, Union, Wilkes
	60.5	Chatham, Jackson, Perquimans
	60.3	Lenoir, Moore
	60.1	Alleghany, Davidson, Hickory City, New Hanover, Onslow, Winston-Salem/Forsyth
	59.9	Camden, Guilford, Kestrel Heights**, Macon
	59.7	Madison, Rutherford
	59.3	Randolph, Rowan-Salisbury, Swain
2000 State	59.1	Lee, Person
	58.9	Ashe, Asheville City, Caldwell, Thomasville City
	58.7	Cleveland, Harnett, Polk
1999 State	58.5	Davie, Durham, Gaston, Sampson, Yadkin
	58.3	Craven, Franklin, Rockingham
	58.1	Alamance-Burlington, Nash-Rocky Mount
	57.9	Mitchell, Mount Airy City, Pender
	57.7	Avery, River Mill Charter**
	57.5	Beaufort, Charlotte/Mecklenburg, Kings Mountain City, Lincoln
	57.3	Brunswick, Wilson
	57.1	Clinton City, Edgecombe, Martin, Wayne, Whiteville City
	56.7	Kannapolis City
	55.9	Duplin, Montgomery
	55.7	Tyrrell
	55.5	Lexington City
	54.9	Columbus
	54.7	Anson, Warren
	54.5	Bladen
	54.3	Cumberland, Greene
	54.1	Elizabeth City/Paquotank, New Century**
	53.7	Caswell
	53.5	Hyde, Jones
	53.3	Richmond, Vance
	52.9	Robeson
	52.5	Washington
	51.9	Bertie
	51.1	Hoke
	50.9	Weldon City
	50.5	Northampton
	49.1	Hertford
	47.1	Halifax
	44.7	Right Step**
	*	Cape Lookout**, Crossnore Ac**, Grandfather Ac**, J.H. Baker Jr.**, Lakeside**, Laurinburg**, Lift Ac**, Village Ch**

Notes: 'Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.

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Table 46. 1999-00 End-of-Course Multiple-Choice Test Results
Physical Science -- Mean Scale Score by LEA (Maximum=89)

State	Mean Score[1]	2000 LEA Performance
	62.1	Elkin City
	61.5	Transylvania
	61.3	Cherokee
	60.1	Avery
	59.9	Ashe
	59.7	Carteret
	59.5	Johnston
	59.1	Cabarrus, Currituck, Dare
	58.9	Haywood
	58.7	Newton-Conover City
	58.5	Watauga
	58.3	Woods Charter**
	58.1	Burke, Chapel Hill-Carrboro City
	57.9	Clay, Kannapolis City
	57.7	Franklin
	57.5	Catawba, Davie, Hickory City, Onslow, Pitt
	57.3	Gates, Graham
	57.1	Buncombe, Macon, Surry, Union
	56.9	Caldwell
	56.7	Brunswick, Gaston, Lee, Stanly, Thomasville City
	56.5	Alexander, Craven, Iredell-Statesville, Lexington City, Pamlico
	56.3	Madison, Stokes
	56.1	Jackson
	55.9	McDowell, Yancey
	55.7	Anson, Granville, Henderson, Rutherford
	55.5	Chatham, Greene, New Hanover, Person, Wake, Whiteville City
	55.3	Lenoir, Mount Airy City, Randolph, Rockingham, Wilkes
	55.1	Davidson, Richmond
2000 State	54.9	Clinton City, Lincoln, Pender
	54.7	Guilford, Jones, Martin, Wilson
1999 State	54.5	Wayne
	54.3	Bladen, Cleveland, Harnett, Yadkin
	54.1	Columbus, Rowan-Salisbury, Scotland
	53.9	Alleghany, Edenton/Chowan
	53.7	Duplin, Hyde, Moore, Swain
	53.5	Roanoke Rapids City, Winston-Salem/Forsyth
	53.3	Durham, Perquimans, Shelby City
	53.1	Beaufort
	52.9	Camden, Charlotte/Mecklenburg, Orange
	52.7	River Mill Charter**
	52.5	Caswell, Elizabeth City/Pasquotank
	52.3	Alamance-Burlington, Cumberland, Montgomery, Nash-Rocky Mount, Vance
	52.1	Polk
	51.5	Bertie, Mitchell
	51.1	Asheboro City,
	50.9	Kings Mountain City
	50.7	Asheville City
	49.9	Tyrrell
	49.7	Hoke
	49.3	East Wake Academy**, Northampton
	49.1	/ H Baker Jr High**
	48.9	Carter Community**, Warren
	48.7	Right Step**, Washington
	48.5	Hertford, Weldon City
	48.1	Robeson
	47.7	Oma's Inc **
	47.3	Crossnore Academy**
	46.5	Halifax
	46.1	Laurinburg**
	45.7	Laurinburg Homework**, Wayne Academy**
	38.1	Kennedy Charter**
	*	Grandfather Ac**, Lakeside School**, Lift Ac**, Omuteko Gwamazima**, Quest Ac**, Sampson

Notes [1]Scale scores are rounded up to the nearest two-tenths of a point *Data are not reported where number tested is fewer than five

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Table 47. 1999-00 End-of-Course Multiple-Choice Test Results
Physics -- Mean Scale Score by LEA (Maximum=87)

State	Mean Score[1]	2000 LEA Performance
	68.3	Transylvania
	66.3	Clay
	65.5	Lee
	65.1	Chapel Hill-Carrboro City
	64.7	Yancey
	64.3	Richmond
	63.5	Thomasville City
	62.7	Hickory City
	62.5	Currituck
	61.9	Bladen
	61.7	Wilkes
	61.5	Macon
	61.3	Elkin City, Shelby City
	61.1	Onslow, Pitt, Union
	60.9	Stanly
	60.7	Davie
	60.5	Rowan-Salisbury
	60.3	Cleveland, Clinton City
	60.1	Edgecombe, Greene
	59.7	Cabarrus
	59.5	Chatham, Moore
	59.1	Henderson, Wake
	58.9	Catawba
	58.7	Carteret, Dare, Haywood, Newton-Conover City, Randolph
	58.5	Jackson, Lincoln, Perquimans
	58.3	Guilford
	58.1	Caldwell, Durham
	57.9	Ashe, Madison, Wilson
	57.7	Asheville City, Burke, Mount Airy City
	57.5	Johnston, Winston-Salem/Forsyth
	57.3	Camden, Surry
2000 State	57.1	
1999 State	56.9	
	56.7	Alamance-Burlington, Mooresville City, Wayne
	56.5	Avery, Duplin, Pender, Stokes
	56.3	Alleghany, Charlotte/Mecklenburg, Davidson, Iredell-Statesville
	56.1	Granville, Kannapolis City, Rutherford
	55.9	Buncombe, Sampson
	55.7	Edenton/Chowan, Harnett, New Hanover, Rockingham
	55.5	Alexander, Gaston
	55.3	Elizabeth City/Pasquotank, Kings Mountain City, Whiteville City
	55.1	Brunswick, Cherokee, Warren
	54.9	Mitchell, Orange
	54.7	Nash-Rocky Mount, Roanoke Rapids City, Tyrrell, Watauga
	54.5	McDowell
	54.1	Graham
	53.9	Anson, Cumberland, Hoke, Montgomery
	53.7	Martin
	53.5	Columbus, Vance
	53.3	Craven, Lenoir, Scotland
	52.9	Franklin
	51.9	Beaufort
	51.5	Caswell, Person
	51.1	Jones
	50.7	Asheboro City
	50.5	River Mill Charter**
	49.7	Hertford
	49.5	Yadkin
	48.9	Bertie, Northampton
	48.7	Polk
	48.3	Gates, New Century**
	47.9	Robeson
	47.7	Halifax
	46.1	Weldon City
	44.7	Washington
	*	Laurinburg**, Quest Academy**, Swain

Notes: [1]Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
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Table 48. 1999-00 End-of-Course Multiple-Choice Test Results
U.S. History -- Mean Scale Score by LEA (Maximum=90)

State	Mean Score¹	2000 LEA Performance
	67.3	Madison
	60.1	Chapel Hill-Carrboro City, Elkin City
	59.5	Hickory City, Woods Charter**
	59.3	Transylvania
	59.1	Avery
	58.7	Graham
	58.5	Watauga
	58.3	Gaston, Orange, Swain, Wake
	58.1	Currituck
	57.9	Alleghany, Asheville City, Davie
	57.7	Cleveland, Shelby City
	57.5	Carteret, Thomasville City, Wilson
	57.3	Buncombe, Stanly
	57.1	Cherokee, Henderson
	56.9	Ashe, Asheboro City, Dare, Jackson, Moore, Mooresville City, Newton-Conover City
1999 State	56.7	Guilford, Macon, New Hanover, Pender, Union
	56.5	Cabarrus, Lincoln, Randolph, Yadkin
1995-1998 State	56.3	Burke, Chatham, Haywood
	56.1	Granville, Iredell-Statesville, Onslow, Polk
2000 State	55.9	Catawba, Charlotte/Mecklenburg, Clinton City, Pitt, Wilkes, Winston-Salem/Forsyth
	55.7	Clay, Columbus, Harnett, Johnston, Sampson, Surry
	55.5	Alexander, Kannapolis City
	55.3	Camden, Davidson, Edgecombe, Scotland, Yancey
	55.1	Gates, Lenoir, Montgomery, Rockingham, Whiteville City
	54.9	Bladen, Cumberland, Durham, Lee, Nash-Rocky Mount, Vance
	54.7	Caldwell, Duplin, River Mill Charter**, Rutherford
	54.5	Craven, McDowell, Wayne
	54.3	Greene, Kings Mountain City, Mitchell, Roanoke Rapids City
	54.1	Jones, Mount Airy City, Richmond
	53.9	Rowan-Salisbury
	53.7	Brunswick, Edenton/Chowan, Hyde, Perquimans, Person, Warren
	53.5	Anson, Beaufort
	53.3	Alamance-Burlington, Cape Lookout Marine**
	53.1	Elizabeth City/Pasquotank, Lexington City, Northampton
	52.9	Stokes
	52.5	Martin
	52.3	Caswell, New Century**, Pamlico
	52.1	Franklin
	51.7	Hoke, Washington
	51.3	Robeson, Tyrrell
	50.7	Kestrel Heights**
	50.5	Hertford
	49.5	Weldon City
	49.3	Bertie
	47.1	Halifax
	46.3	Lakeside School**
	44.3	J.H. Baker Jr High**
	43.9	Provisions Academy**
	42.7	Oma's Inc. **
	41.7	Lift Academy**
	41.5	Wayne Academy**
	41.1	Right Step**
	39.9	Laurinburg**
	*	Grandfather Academy**, Quest Academy**

Notes: ¹Scale scores are rounded up to the nearest two-tenths of a point. *Data are not reported where number tested is fewer than five.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 49a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**90,109**	**59.5**	**68.9**	**1,224**	**52.1**	**1,755**	**79.0**	**24,656**	**48.0**	**2,094**	**62.4**	**649**	**72.6**	**59,667**	**77.7**
Western Region	**6,752**	**63.0**	**79.8**	**63**	**68.3**	**56**	**92.9**	**370**	**59.5**	**100**	**74.0**	**36**	**83.3**	**6,126**	**81.1**
Buncombe	1,836	65.0	85.7	5	80.0	19	89.5	65	64.6	36	88.9	7	85.7	1,703	86.4
Asheville City	284	58.4	63.0	1	*	2	*	121	43.8	6	83.3	1	*	153	77.8
Cherokee	252	63.8	83.7	5	100.0	1	*	7	85.7	3	*	1	*	235	81.0
Clay	127	63.7	85.0	0	*	0	*	0	*	1	*	2	*	124	85.5
Graham	78	62.6	84.6	2	*	0	*	0	*	0	*	0	*	76	84.2
Haywood	496	64.3	85.3	2	*	0	*	6	83.3	6	100.0	2	*	480	85.2
Henderson	806	63.4	82.0	1	*	6	100.0	42	64.3	20	50.0	9	66.7	728	83.9
Jackson	268	62.6	77.2	14	71.4	1	*	3	*	2	*	2	*	246	77.2
Summit Charter**	5	61.0	80.0	0	*	0	*	0	*	0	*	0	*	5	80.0
Macon	297	57.2	64.6	0	*	2	*	0	*	4	*	2	*	289	64.4
Madison	115	65.3	83.5	0	*	0	*	1	*	0	*	0	*	114	83.3
McDowell	416	60.6	73.8	0	*	16	87.5	22	63.6	2	*	1	*	375	73.6
Mitchell	211	54.8	49.8	0	*	0	*	0	*	2	*	1	*	208	50.5
Polk	169	64.9	87.6	1	*	3	*	9	66.7	5	80.0	2	*	149	88.6
Rutherford	650	63.2	80.3	0	*	4	*	69	65.2	7	42.9	1	*	569	82.4
Thomas Jefferson**	29	67.5	93.1	0	*	0	*	1	*	0	*	2	*	26	92.3
Swain	145	59.0	69.0	32	59.4	1	*	1	*	2	*	1	*	108	70.4
Transylvania	377	65.0	82.8	0	*	0	*	21	71.4	3	*	2	*	351	83.5
Yancey	191	61.1	76.4	0	*	1	*	2	*	1	*	0	*	187	75.9

Notes *Data are not reported where number tested is fewer than five.

The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 49h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**90,109**	**59.5**	**68.9**	**1,224**	**52.1**	**1,755**	**79.0**	**24,656**	**48.0**	**2,094**	**62.4**	**649**	**72.6**	**59,667**	**77.7**
Northwest Region	**14,205**	**61.2**	**75.2**	**18**	**77.8**	**363**	**80.7**	**2,051**	**56.0**	**297**	**68.0**	**84**	**76.2**	**11,387**	**78.6**
Alexander	395	61.3	76.2	0	*	11	72.7	23	52.2	3	*	0	*	358	77.9
Alleghany	91	58.8	69.2	0	*	0	*	0	*	3	*	0	*	88	68.2
Ashe	248	63.7	83.9	0	*	1	*	1	*	4	*	0	*	242	83.5
Avery	196	58.8	67.9	0	*	0	*	2	*	0	*	1	*	193	67.9
Grandfather Academy**	3	*	*	0	*	0	*	1	*	0	*	0	*	2	*
Crossnore Academy**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Burke	890	64.0	88.0	1	*	78	94.9	56	66.1	12	100.0	4	*	739	88.8
Caldwell	835	58.5	68.1	2	*	8	50.0	59	40.7	12	66.7	3	*	750	70.5
Catawba	1,176	64.0	81.5	1	*	89	78.7	66	63.6	22	81.8	8	87.5	990	82.8
Hickory City	269	61.7	75.8	0	*	17	64.7	74	54.1	7	85.7	4	*	167	86.2
Newton Conover City	237	63.9	82.7	0	*	20	85.0	31	74.2	8	87.5	2	*	176	83.5
Davidson	1,524	61.0	74.5	1	*	14	78.6	39	64.1	12	50.0	4	*	1,454	74.9
Lexington City	302	53.5	44.4	0	*	15	20.0	169	37.9	18	38.9	4	*	96	60.4
Thomasville City	106	59.1	76.4	0	*	1	*	53	71.7	10	40.0	0	*	41	92.7
Davie	367	60.5	76.8	0	*	1	*	28	50.0	9	66.7	3	*	326	79.1
Winston-Salem/Forsyth	3,094	61.0	75.8	7	85.7	50	86.0	994	60.8	79	70.9	35	80.0	1,929	83.4
Lift Academy**	19	39.7	0.0	0	*	0	*	19	0.0	0	*	0	*	0	*
Downtown Middle**	56	65.4	91.1	0	*	2	*	13	84.6	1	*	0	*	40	92.5
Iredell-Statesville	1,392	59.9	69.3	3	*	31	80.6	272	50.4	25	60.0	3	*	1,055	74.1
American Ren. Middle**	18	60.8	77.8	0	*	0	*	1	*	0	*	0	*	17	82.4
Mooresville City	317	58.5	63.1	0	*	4	*	42	35.7	1	*	0	*	270	66.7
Stokes	554	58.8	67.7	1	*	1	*	27	40.7	5	60.0	4	*	516	69.4
Surry	521	64.4	86.8	1	*	5	80.0	22	54.5	29	72.4	2	*	462	89.2
Elkin City	63	66.0	90.5	0	*	1	*	1	*	3	*	0	*	58	91.4

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 49h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	90,109	59.5	68.9	1,224	52.1	1,755	79.0	24,656	48.0	2,094	62.4	649	72.6	59,667	77.7
Mount Airy City	151	69.0	96.0	0	*	8	75.0	11	90.9	4	*	2	*	126	98.4
Watauga	471	65.3	85.4	0	*	2	*	5	80.0	1	*	2	*	461	85.5
Wilkes	675	61.9	77.9	0	*	4	*	30	63.3	11	81.8	0	*	630	78.1
Yadkin	234	52.4	41.0	1	*	0	*	12	25.0	18	38.9	3	*	200	42.0

Notes: * Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 49c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**90,109**	**59.5**	**68.9**	**1,224**	**52.1**	**1,755**	**79.0**	**24,656**	**48.0**	**2,094**	**62.4**	**649**	**72.6**	**59,667**	**77.7**
Southwest Region	**19,368**	**58.6**	**65.4**	**158**	**63.9**	**522**	**71.8**	**5,512**	**41.5**	**541**	**51.9**	**87**	**75.9**	**12,544**	**76.2**
Anson	281	54.7	54.1	1	*	7	85.7	166	44.6	0	*	0	*	106	67.9
Cabarrus	1,326	64.1	83.9	7	85.7	7	85.7	157	73.2	21	71.4	6	83.3	1,128	85.6
Kannapolis City	246	59.7	69.5	0	*	3	*	71	57.7	10	70.0	4	*	158	75.3
Cleveland	632	61.1	75.0	0	*	1	*	118	58.5	5	100.0	0	*	508	78.5
Kings Mountain City	250	58.6	68.4	0	*	9	77.8	56	51.8	0	*	2	*	183	73.2
Shelby City	184	61.3	77.7	0	*	0	*	69	56.5	1	*	2	*	112	90.2
Gaston	2,075	60.5	75.9	4	*	34	73.5	364	60.7	32	71.9	10	100.0	1,631	79.3
Hoke	513	54.5	52.2	59	50.8	4	*	272	48.5	21	47.6	9	77.8	148	58.1
Lincoln	700	59.0	68.7	0	*	2	*	56	42.9	38	55.3	2	*	607	71.8
Charlotte/Mecklenburg	7,811	55.8	52.8	27	51.9	371	67.9	3,146	29.8	289	40.1	24	54.2	3,953	70.6
Kennedy Charter**	15	38.3	0.0	0	*	0	*	9	0.0	0	*	1	*	5	0.0
Lake Norman**	22	72.7	100.0	0	*	0	*	0	*	0	*	0	*	21	100.0
Montgomery	322	52.2	35.4	1	*	14	50.0	93	18.3	24	37.5	0	*	190	42.6
Moore	788	60.3	72.0	4	*	1	*	177	53.7	15	66.7	6	83.3	585	77.6
Richmond	160	61.6	85.0	0	*	4	*	20	85.0	2	*	0	*	134	84.3
Rowan-Salisbury	1,396	61.3	78.8	6	66.7	26	88.5	243	63.8	34	67.6	9	88.9	1,078	82.3
Scotland	420	62.3	83.8	39	89.7	3	*	167	79.0	2	*	3	*	206	85.9
Laurinburg Homework**	14	49.6	28.6	1	*	0	*	7	14.3	0	*	0	*	6	50.0
Stanly	732	61.4	73.9	4	*	28	89.3	88	47.7	3	*	2	*	607	76.6
Union	1,481	61.8	78.9	5	80.0	8	100.0	233	63.9	44	77.3	7	85.7	1,183	81.7

Notes: *Data are not reported where number tested is fewer than five.

The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 49d 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**90,109**	**59.5**	**68.9**	**1,224**	**52.1**	**1,755**	**79.0**	**24,656**	**48.0**	**2,094**	**62.4**	**649**	**72.6**	**59,667**	**77.7**
Northeast Region	**6,388**	**57.0**	**59.8**	**48**	**58.3**	**35**	**88.6**	**3,198**	**44.4**	**50**	**68.0**	**19**	**73.7**	**3,037**	**75.5**
Beaufort	494	58.1	65.6	0	*	3	*	165	50.3	6	33.3	1	*	319	74.6
Bertie	373	52.8	40.2	2	*	1	*	315	34.9	0	*	0	*	55	67.3
Camden	110	58.6	70.9	0	*	0	*	17	41.2	0	*	0	*	93	76.3
Edenton/Chowan	233	57.2	62.7	0	*	0	*	102	48.0	0	*	1	*	130	74.6
Currituck	224	62.8	83.0	0	*	2	*	18	72.2	1	*	1	*	202	83.7
Dare	354	60.5	71.2	1	*	1	*	22	50.0	11	63.6	1	*	318	72.6
Edgecombe	526	58.9	65.4	0	*	1	*	308	57.1	9	66.7	0	*	208	77.4
Gates	151	63.2	89.4	0	*	0	*	67	86.6	0	*	1	*	83	91.6
Halifax	521	49.6	32.1	37	54.1	0	*	467	30.0	1	*	2	*	14	35.7
Roanoke Rapids City	201	59.7	69.7	0	*	6	100.0	31	58.1	2	*	0	*	162	70.4
Weldon City	57	53.7	45.6	0	*	0	*	52	46.2	0	*	0	*	5	40.0
Hertford	347	51.2	39.2	3	*	0	*	254	34.6	2	*	2	*	86	48.8
Hyde	55	51.4	38.2	0	*	0	*	31	25.8	0	*	0	*	24	54.2
Martin	276	57.9	63.8	1	*	0	*	156	53.2	4	*	0	*	115	78.3
Northampton	290	53.4	46.2	1	*	0	*	232	44.4	0	*	0	*	57	54.4
Elizabeth City/Pasquotank	492	53.1	45.5	1	*	3	*	248	32.3	1	*	2	*	236	58.1
Perquimans	142	63.3	86.6	0	*	0	*	51	82.4	0	*	1	*	90	90.0
Pitt	1,262	61.0	74.5	2	*	18	88.9	487	57.1	10	80.0	7	85.7	738	85.5
Tyrrell	69	56.2	66.7	0	*	0	*	33	54.5	3	*	0	*	33	78.8
Washington	211	51.2	34.1	0	*	0	*	142	21.1	0	*	0	*	69	60.9

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 49e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	90,109	59.5	68.9	1,224	52.1	1,758	79.0	24,656	48.0	2,094	62.4	649	72.6	59,667	77.7
Southeast Region	16,858	57.7	63.1	826	46.7	167	78.4	5,887	48.5	483	61.7	183	71.0	9,292	73.5
Bladen	414	55.7	52.7	2	*	0	*	189	34.9	3	*	0	*	220	67.7
Brunswick	634	57.6	59.9	3	*	4	*	176	43.2	5	40.0	3	*	443	66.4
Carteret	737	60.5	74.9	2	*	3	*	76	46.1	8	50.0	6	100.0	642	78.5
Cape Lookout Marine**	12	56.3	58.3	0	*	0	*	4	*	0	*	1	*	6	66.7
Columbus	510	57.7	63.9	11	45.5	1	*	218	52.3	3	*	1	*	276	74.3
Whiteville City	189	57.1	63.5	1	*	0	*	63	44.4	1	*	0	*	124	72.6
Craven	992	59.6	71.4	5	60.0	10	70.0	320	56.3	18	72.2	7	57.1	632	79.3
Cumberland	3,607	55.8	55.6	65	61.5	64	76.6	1,601	43.3	206	51.0	47	66.0	1,617	67.1
Oma's Inc **	44	40.0	2.3	1	*	0	*	22	0.0	1	*	3	*	17	5.9
Duplin	600	55.3	55.8	0	*	1	*	235	38.3	31	61.3	1	*	330	67.6
Greene	224	62.9	87.1	0	*	1	*	118	82.2	9	88.9	1	*	95	92.6
Jones	88	52.2	38.6	0	*	0	*	49	30.6	0	*	1	*	38	47.4
Lenoir	716	59.9	72.1	1	*	2	*	351	64.1	22	95.5	3	*	329	78.4
New Hanover	1,774	58.5	64.4	7	71.4	15	86.7	422	42.7	13	46.2	14	64.3	1,303	71.4
Onslow	1,821	60.4	75.4	15	60.0	36	72.2	434	62.9	66	74.2	64	82.8	1,204	79.8
Pamlico	198	58.0	63.1	3	*	0	*	77	46.8	1	*	1	*	116	73.3
Arapahoe**	8	68.5	100.0	0	*	1	*	0	*	0	*	0	*	7	100.0
Pender	465	61.6	80.4	1	*	0	*	135	70.4	10	60.0	1	*	318	85.5
Robeson	1,591	54.1	47.5	696	43.8	8	50.0	500	40.8	18	55.6	2	*	367	63.2
Sampson	554	59.3	68.4	5	80.0	1	*	176	52.8	23	73.9	4	*	345	75.4
Clinton City	156	60.8	73.1	4	*	1	*	65	66.2	2	*	0	*	84	77.4
Wayne	1,510	58.2	64.6	4	*	19	94.7	644	47.8	43	74.4	22	63.6	778	77.1
Wayne Academy**	14	43.8	7.1	0	*	0	*	12	8.3	0	*	1	*	1	*

Notes: *Data are not reported where number tested is fewer than five.

The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.

** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.

Data received from LEAs after October 24, 2000 are not included in this table.

Table 49f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	90,109	59.5	68.9	1,224	52.1	1,755	79.0	24,656	48.0	2,094	62.4	649	72.6	59,667	77.7
Central Region	26,538	60.2	71.0	111	59.5	612	82.4	7,638	51.2	623	66.9	240	69.6	17,281	79.6
Alamance-Burlington	1,610	59.2	67.8	7	28.6	20	75.0	363	57.6	47	48.9	7	85.7	1,165	71.8
Lakeside School**	7	49.0	42.9	0	*	0	*	1	*	0	*	0	*	5	40.0
River Mill Charter**	20	51.6	35.0	0	*	0	*	1	*	1	*	0	*	18	38.9
Caswell	228	53.3	41.7	1	*	0	*	98	30.6	1	*	2	*	126	49.2
Chatham	480	60.8	72.5	1	*	2	*	102	44.1	17	88.2	3	*	355	79.4
Chatham Charter**	10	63.7	100.0	1	*	0	*	0	*	0	*	0	*	9	100.0
Woods Charter**	27	53.9	40.7	0	*	0	*	1	*	0	*	1	*	25	40.0
Durham	1,535	55.6	54.2	4	*	36	77.8	822	37.7	38	39.5	31	67.7	604	75.5
Carter Community**	6	47.7	16.7	0	*	0	*	3	*	0	*	1	*	2	*
Kestrel Heights**	39	51.6	28.2	0	*	0	*	19	21.1	1	*	2	*	16	37.5
Omuteko Gwamazima**	3	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Franklin	504	58.5	68.5	3	*	0	*	182	49.5	7	71.4	2	*	310	79.4
Granville	586	60.5	80.2	1	*	2	*	218	76.1	5	100.0	5	80.0	355	82.5
Guilford	4,877	58.5	64.3	33	48.5	167	62.3	1,640	43.0	78	62.8	71	57.7	2,888	76.9
Harnett	1,127	57.9	61.6	14	42.9	5	80.0	327	51.4	39	53.8	15	60.0	727	66.9
Johnston	1,152	62.5	78.5	3	*	4	*	210	59.0	35	77.1	0	*	899	82.9
Lee	687	60.3	72.2	3	*	6	100.0	177	57.1	66	63.6	5	80.0	430	79.1
Provisions Academy**	21	42.8	4.8	0	*	0	*	7	0.0	0	*	1	*	13	7.7
Nash-Rocky Mount	1,187	58.7	67.8	5	40.0	14	78.6	558	58.6	26	65.4	5	80.0	579	76.7
Orange	448	61.5	77.9	1	*	4	*	87	66.7	9	88.9	4	*	343	80.8
Chapel Hill-Carrboro City	665	65.8	86.9	0	*	51	94.1	91	47.3	10	90.0	6	100.0	505	91.1
Village Charter**	11	61.1	81.8	0	*	0	*	3	*	0	*	2	*	5	80.0
New Century**	20	52.7	45.0	0	*	0	*	0	*	0	*	1	*	18	44.4
Person	426	59.5	69.0	1	*	0	*	146	57.5	2	*	2	*	275	74.9

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 49f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra I
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	90,109	59.5	68.9	1,224	52.1	1,755	79.0	24,656	48.0	2,094	62.4	649	72.6	59,667	77.7
Randolph	1,185	61.0	76.5	5	100.0	4	*	57	54.4	38	68.4	1	*	1,080	77.7
Asheboro City	250	62.1	84.0	0	*	7	100.0	25	56.0	19	84.2	2	*	196	86.7
Rockingham	1,036	58.3	64.6	1	*	7	71.4	220	50.5	16	62.5	3	*	789	68.4
Vance	427	55.6	56.7	2	*	2	*	246	44.7	8	62.5	1	*	168	72.6
Wake	6,711	63.4	81.5	11	81.8	274	92.0	1,439	59.8	140	75.0	59	79.7	4,765	87.7
Exploris**	30	70.0	96.7	0	*	0	*	1	*	0	*	0	*	29	96.6
J H Baker Jr High**	10	48.1	20.0	0	*	0	*	7	14.3	0	*	1	*	1	*
Magellan**	42	77.7	100.0	0	*	2	*	3	*	0	*	0	*	37	100.0
East Wake Academy**	14	48.6	7.1	0	*	0	*	1	*	0	*	0	*	13	7.7
Quest Academy**	5	69.2	100.0	0	*	0	*	0	*	0	*	0	*	5	100.0
Raleigh Charter High**	56	59.1	71.4	0	*	0	*	7	14.3	0	*	2	*	47	83.0
Warren	245	51.0	30.6	12	50.0	0	*	164	26.2	1	*	1	*	67	37.3
Wilson	851	62.0	76.9	2	*	5	100.0	409	66.0	19	89.5	4	*	412	86.7

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 50a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**52,451**	**61.1**	**62.7**	**536**	**37.3**	**1,292**	**73.1**	**11,896**	**39.6**	**894**	**58.8**	**335**	**67.5**	**37,461**	**70.0**
Western Region	**3,882**	**63.1**	**71.1**	**32**	**59.4**	**43**	**74.4**	**215**	**31.6**	**48**	**64.6**	**23**	**69.6**	**3,521**	**73.7**
Buncombe	1,100	64.2	74.2	2	*	11	90.9	36	47.2	17	76.5	12	58.3	1,022	75.0
Asheville City	248	58.9	51.6	0	*	4	*	72	15.3	6	66.7	2	*	164	65.9
Cherokee	166	63.7	73.5	7	57.1	0	*	3	*	3	*	1	*	152	75.7
Clay	79	64.4	74.7	1	*	0	*	0	*	0	*	0	*	78	75.6
Graham	53	66.4	84.9	5	100.0	0	*	0	*	0	*	0	*	48	83.3
Haywood	260	67.7	87.7	1	*	3	*	3	*	5	100.0	0	*	248	87.9
Henderson	480	64.1	75.4	0	*	9	77.8	15	33.3	11	63.6	1	*	444	77.0
Jackson	161	58.6	52.8	5	0.0	2	*	2	*	0	*	3	*	149	53.7
Macon	171	60.7	65.5	0	*	4	*	0	*	1	*	0	*	166	66.3
Madison	75	65.9	74.7	0	*	1	*	0	*	0	*	0	*	74	74.3
McDowell	223	62.6	70.0	0	*	6	50.0	10	50.0	0	*	1	*	206	71.4
Mitchell	113	61.7	69.9	0	*	0	*	1	*	1	*	0	*	111	71.2
Polk	111	57.2	51.4	1	*	1	*	7	14.3	1	*	1	*	100	54.0
Rutherford	321	60.9	61.4	0	*	1	*	56	26.8	2	*	0	*	262	68.7
Thomas Jefferson**	3	*	*	0	*	0	*	0	*	0	*	1	*	2	*
Swain	69	63.2	71.0	9	66.7	0	*	0	*	0	*	1	*	59	72.9
Transylvania	137	67.2	92.0	1	*	1	*	8	100.0	0	*	0	*	127	91.3
Yancey	112	61.5	72.3	0	*	0	*	2	*	1	*	0	*	109	73.4

Notes *Data are not reported where number tested is fewer than five
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** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 50h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**52,451**	**61.1**	**62.7**	**536**	**37.3**	**1,292**	**73.1**	**11,896**	**39.6**	**894**	**58.8**	**335**	**67.5**	**37,461**	**70.0**
Northwest Region	**7,863**	**62.1**	**67.0**	**11**	**63.6**	**205**	**67.8**	**842**	**44.4**	**114**	**65.8**	**29**	**65.5**	**6,661**	**69.8**
Alexander	215	63.3	71.2	0	*	5	80.0	12	50.0	1	*	0	*	197	72.1
Alleghany	66	62.5	69.7	0	*	0	*	0	*	2	*	0	*	64	68.8
Ashe	214	63.4	72.9	0	*	0	*	0	*	2	*	0	*	212	72.6
Avery	133	58.6	51.9	0	*	1	*	0	*	0	*	1	*	131	51.9
Burke	485	65.6	80.8	0	*	50	64.0	24	58.3	4	*	2	*	405	84.0
Caldwell	479	60.3	61.2	0	*	5	80.0	31	41.9	6	66.7	3	*	434	62.0
Catawba	638	63.4	72.9	0	*	38	68.4	33	66.7	13	84.6	0	*	554	73.3
Hickory City	202	61.7	63.4	0	*	22	54.5	24	29.2	3	*	2	*	151	70.9
Newton Conover City	110	64.8	78.2	0	*	11	54.5	11	36.4	5	100.0	0	*	83	85.5
Davidson	869	59.5	57.4	2	*	5	100.0	19	26.3	7	71.4	1	*	835	57.7
Lexington City	104	57.4	50.0	0	*	14	42.9	38	36.8	3	*	3	*	46	63.0
Thomasville City	67	62.0	65.7	0	*	1	*	29	55.2	3	*	0	*	34	73.5
Davie	245	61.5	63.3	1	*	1	*	12	50.0	3	*	0	*	228	63.6
Winston-Salem/Forsyth	1,804	61.9	64.1	6	33.3	20	80.0	452	37.8	31	54.8	16	62.5	1,279	73.5
Lift Academy**	0	*	*	0	*	0	*	0	*	0	*	0	*	0	*
Iredell-Statesville	574	65.2	81.4	1	*	11	81.8	77	76.6	6	83.3	0	*	478	82.0
Mooresville City	126	60.6	61.1	0	*	7	42.9	12	8.3	0	*	0	*	107	68.2
Stokes	340	56.0	44.7	0	*	0	*	17	23.5	4	*	1	*	318	45.6
Surry	128	63.2	76.6	1	*	2	*	6	66.7	3	*	0	*	116	76.7
Elkin City	51	69.8	78.4	0	*	0	*	1	*	0	*	0	*	50	78.0
Mount Airy City	72	67.7	91.7	0	*	2	*	7	85.7	1	*	0	*	62	91.9
Watauga	269	66.8	84.0	0	*	4	*	3	*	2	*	0	*	260	83.8
Wilkes	374	66.0	83.2	0	*	4	*	19	68.4	4	*	0	*	347	83.9
Yadkin	298	56.7	45.0	0	*	2	*	15	33.3	11	27.3	0	*	270	45.9

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Table 50c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**52,451**	**61.1**	**62.7**	**536**	**37.3**	**1,292**	**73.1**	**11,896**	**39.6**	**894**	**58.8**	**335**	**67.5**	**37,461**	**70.0**
Southwest Region	**11,377**	**60.5**	**60.9**	**59**	**49.2**	**385**	**67.3**	**2,440**	**40.5**	**190**	**50.0**	**42**	**59.5**	**8,260**	**66.9**
Anson	140	61.0	71.4	0	*	4	*	61	62.3	0	*	0	*	75	77.3
Cabarrus	842	63.3	69.7	3	*	7	85.7	60	45.0	10	50.0	3	*	759	71.5
Kannapolis City	174	59.2	56.9	0	*	4	*	43	48.8	5	40.0	1	*	121	62.0
Cleveland	348	57.7	48.9	0	*	1	*	67	25.4	2	*	2	*	276	55.1
Kings Mountain City	187	57.6	47.1	1	*	3	*	50	24.0	0	*	2	*	131	55.7
Shelby City	125	65.8	82.4	0	*	1	*	43	69.8	0	*	1	*	80	88.8
Gaston	1,274	59.2	55.4	4	*	31	83.9	186	36.6	17	41.2	5	40.0	1,031	58.3
Hoke	250	55.8	45.6	21	42.9	3	*	125	32.8	5	60.0	4	*	92	58.7
Lincoln	510	59.5	56.3	0	*	2	*	43	44.2	25	52.0	2	*	438	57.5
Charlotte/Mecklenburg	4,281	60.5	60.8	8	50.0	269	62.8	1,135	38.1	86	52.3	12	66.7	2,771	70.2
Montgomery	187	56.6	48.1	0	*	9	88.9	52	19.2	10	40.0	0	*	116	58.6
Moore	433	61.9	69.3	2	*	3	*	64	57.8	6	50.0	1	*	357	72.0
Richmond	285	56.3	44.6	2	*	8	62.5	111	32.4	0	*	1	*	163	52.1
Rowan-Salisbury	750	60.0	61.6	0	*	12	66.7	115	48.7	9	66.7	4	*	609	64.0
Scotland	223	62.4	68.2	17	58.8	5	100.0	78	64.1	0	*	0	*	123	70.7
Laurinburg**	5	40.2	0.0	0	*	0	*	5	0.0	0	*	0	*	0	*
Laurinburg Homework**	2	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Stanly	437	63.8	73.2	0	*	16	62.5	73	50.7	3	*	1	*	344	78.8
Union	924	62.1	66.7	1	*	7	85.7	129	45.0	12	50.0	3	*	772	70.5

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Table 50d 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**52,451**	**61.1**	**62.7**	**536**	**37.3**	**1,292**	**73.1**	**11,896**	**39.6**	**894**	**58.8**	**335**	**67.5**	**37,461**	**70.0**
Northeast Region	**3,584**	**58.6**	**52.9**	**17**	**29.4**	**23**	**87.0**	**1,641**	**34.9**	**24**	**66.7**	**14**	**92.9**	**1,865**	**68.0**
Beaufort	277	58.8	53.1	0	*	1	*	89	33.7	3	*	0	*	184	62.5
Bertie	216	53.4	34.3	0	*	1	*	179	28.5	0	*	0	*	36	63.9
Camden	51	61.2	70.6	0	*	0	*	11	54.5	0	*	0	*	40	75.0
Edenton/Chowan	89	61.2	62.9	0	*	0	*	38	52.6	0	*	1	*	50	70.0
Currituck	127	63.0	75.6	0	*	0	*	8	50.0	5	100.0	1	*	113	76.1
Dare	242	64.4	74.8	1	*	0	*	6	66.7	3	*	1	*	231	75.3
Edgecombe	281	59.5	57.7	0	*	0	*	142	50.0	4	*	2	*	133	64.7
Gates	76	60.1	57.9	0	*	0	*	37	51.4	0	*	0	*	39	64.1
Halifax	230	49.9	19.1	12	16.7	0	*	211	19.4	2	*	0	*	5	20.0
Roanoke Rapids City	142	58.6	52.1	2	*	3	*	22	36.4	2	*	0	*	113	54.9
Weldon City	64	53.3	32.8	0	*	1	*	62	30.6	0	*	0	*	1	*
Hertford	192	55.3	41.1	0	*	0	*	140	33.6	0	*	2	*	50	60.0
Hyde	36	62.0	75.0	0	*	0	*	11	63.6	0	*	0	*	25	80.0
Martin	169	58.0	51.5	0	*	1	*	80	45.0	0	*	0	*	88	58.0
Northampton	230	51.2	23.9	1	*	0	*	175	18.9	0	*	1	*	53	39.6
Elizabeth City/Pasquotank	236	57.2	49.2	0	*	2	*	114	40.4	1	*	1	*	118	55.9
Perquimans	81	65.5	85.2	0	*	0	*	20	70.0	1	*	1	*	59	89.8
Pitt	701	63.7	68.6	1	*	14	100.0	212	46.7	3	*	3	*	468	77.4
Right Step**	9	42.9	0.0	0	*	0	*	9	0.0	0	*	0	*	0	*
Tyrrell	22	57.1	45.5	0	*	0	*	7	57.1	0	*	0	*	15	40.0
Washington	113	52.9	31.9	0	*	0	*	68	20.6	0	*	1	*	44	47.7

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 24, 2000 are not included in this table.

Table 50e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**52,451**	**61.1**	**62.7**	**536**	**37.3**	**1,292**	**73.1**	**11,896**	**39.6**	**894**	**58.8**	**335**	**67.5**	**37,461**	**70.0**
Southeast Region	**9,729**	**58.8**	**54.9**	**371**	**31.0**	**149**	**71.8**	**3,010**	**36.4**	**279**	**54.5**	**102**	**57.8**	**5,814**	**65.7**
Bladen	223	55.8	45.7	2	*	1	*	102	29.4	0	*	0	*	118	59.3
Brunswick	371	57.1	46.9	4	*	1	*	97	22.7	6	66.7	0	*	263	55.9
Carteret	423	60.9	65.5	2	*	3	*	40	47.5	4	*	0	*	374	67.1
Cape Lookout Marine**	8	59.4	62.5	0	*	0	*	0	*	0	*	0	*	8	62.5
Columbus	299	54.7	39.5	19	42.1	1	*	127	23.6	3	*	1	*	148	50.7
Whiteville City	136	57.7	48.5	1	*	2	*	45	24.4	0	*	1	*	87	59.8
Craven	550	63.1	70.4	0	*	7	71.4	136	49.3	17	76.5	2	*	388	77.3
Cumberland	2,250	56.0	42.8	35	34.3	58	63.8	909	28.2	144	42.4	33	36.4	1,068	54.9
Oma's Inc **	12	45.4	16.7	0	*	1	*	6	0.0	1	*	2	*	2	*
Duplin	335	59.6	59.7	0	*	0	*	119	44.5	13	53.8	0	*	203	69.0
Greene	114	57.2	49.1	0	*	0	*	66	48.5	6	50.0	0	*	42	50.0
Jones	74	51.9	29.7	0	*	0	*	46	26.1	0	*	0	*	28	35.7
Lenoir	438	62.4	73.1	1	*	3	*	182	68.1	3	*	1	*	248	76.2
New Hanover	1,177	63.7	71.5	4	*	15	100.0	190	44.2	8	62.5	10	70.0	950	76.6
Onslow	969	62.0	68.7	4	*	30	70.0	202	53.5	37	70.3	37	75.7	659	73.0
Pamlico	103	64.7	75.7	1	*	2	*	41	53.7	0	*	1	*	58	89.7
Pender	216	60.8	68.1	0	*	1	*	60	45.0	5	80.0	0	*	150	76.7
Robeson	824	52.6	29.7	287	28.2	6	66.7	252	21.4	6	33.3	2	*	271	38.4
Sampson	279	59.5	58.8	4	*	0	*	87	33.3	6	66.7	0	*	182	70.9
Clinton City	137	57.5	49.6	6	33.3	2	*	50	44.0	5	60.0	0	*	74	55.4
Wayne	791	59.2	56.0	1	*	16	62.5	253	36.8	15	66.7	12	58.3	493	65.3

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 50f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**52,451**	**61.1**	**62.7**	**536**	**37.3**	**1,292**	**73.1**	**11,896**	**39.6**	**894**	**58.8**	**335**	**67.5**	**37,461**	**70.0**
Central Region	**16,016**	**62.4**	**66.6**	**46**	**54.3**	**487**	**79.5**	**3,748**	**42.9**	**239**	**65.7**	**125**	**75.2**	**11,340**	**73.9**
Alamance-Burlington	773	60.2	58.0	4	*	17	70.6	131	35.9	12	58.3	4	*	605	62.3
River Mill Charter**	10	57.4	30.0	0	*	0	*	0	*	0	*	0	*	10	30.0
Caswell	146	59.0	55.5	0	*	0	*	66	34.8	2	*	0	*	78	71.8
Chatham	289	61.1	66.1	0	*	2	*	65	52.3	5	100.0	1	*	216	69.4
Woods Charter**	14	51.8	21.4	1	*	0	*	1	*	0	*	0	*	6	16.7
Durham	1,327	60.3	59.1	1	*	39	74.4	549	39.0	20	65.0	28	67.9	690	73.6
Kestrel Heights**	2	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Franklin	317	60.3	62.5	0	*	2	*	106	45.3	3	*	2	*	204	70.6
Granville	234	65.5	83.8	0	*	1	*	70	75.7	0	*	1	*	162	87.7
Guilford	2,774	61.9	63.7	8	62.5	110	66.4	751	41.4	27	59.3	22	81.8	1,856	72.4
Harnett	550	60.1	58.4	0	*	4	*	109	38.5	9	77.8	9	55.6	419	63.5
Johnston	665	63.7	73.8	1	*	12	91.7	102	57.8	15	73.3	4	*	531	76.3
Lee	353	58.8	48.7	2	*	3	*	78	21.8	19	31.6	3	*	248	58.1
Provisions Academy**	14	43.1	0.0	0	*	0	*	10	0.0	0	*	0	*	4	*
Nash-Rocky Mount	740	58.5	54.1	2	*	6	83.3	279	37.6	9	66.7	1	*	442	63.8
Orange	258	67.2	84.5	0	*	0	*	40	75.0	3	*	3	*	212	86.3
Chapel Hill-Carrboro City	564	69.9	89.2	1	*	50	94.0	35	60.0	9	66.7	6	100.0	463	91.1
New Century**	11	57.7	63.6	2	*	0	*	0	*	0	*	2	*	5	80.0
Person	227	60.1	63.4	0	*	0	*	56	33.9	2	*	0	*	169	72.8
Randolph	551	62.3	69.9	3	*	7	71.4	24	37.5	9	77.8	2	*	506	71.3
Asheboro City	161	61.8	70.2	0	*	8	75.0	21	47.6	8	62.5	0	*	124	74.2
Rockingham	582	60.3	56.7	1	*	4	*	132	36.4	6	16.7	0	*	439	63.3
Vance	245	54.2	37.1	0	*	4	*	121	26.4	4	*	2	*	114	47.4
Wake	4,589	65.0	75.6	10	70.0	210	86.2	760	51.2	70	77.1	35	77.1	3,482	80.4

449

450

Notes *Data are not reported where number tested is fewer than five
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Data received from LEAs after October 24, 2000 are not included in this table

Table 50f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Algebra II
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**52,451**	**61.1**	**62.7**	**536**	**37.3**	**1,292**	**73.1**	**11,896**	**39.6**	**894**	**58.8**	**335**	**67.5**	**37,461**	**70.0**
J H Baker Jr High**	1	*	*	0	*	0	*	1	*	0	*	0	*	0	*
Quest Academy**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Raleigh Charter High**	30	71.1	100.0	0	*	0	*	3	*	0	*	0	*	27	100.0
Warren	103	53.3	35.0	10	50.0	0	*	68	25.0	0	*	0	*	25	56.0
Wilson	485	61.0	59.0	0	*	8	62.5	170	44.7	7	42.9	0	*	300	67.3

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 51a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**80,549**	**56.1**	**57.6**	**1,091**	**36.6**	**1,669**	**59.0**	**21,514**	**32.0**	**1,758**	**44.0**	**555**	**60.0**	**53,931**	**68.6**
Western Region	**6,186**	**57.2**	**64.7**	**70**	**44.3**	**49**	**53.1**	**363**	**31.7**	**86**	**48.8**	**33**	**57.6**	**5,585**	**67.5**
Buncombe	1,593	57.7	68.0	7	57.1	14	50.0	79	38.0	13	69.2	7	85.7	1,473	69.7
Asheville City	330	55.7	55.2	0	*	4	*	99	19.2	7	14.3	1	*	219	73.1
Cherokee	272	57.9	65.8	5	60.0	0	*	4	*	4	*	2	*	257	65.8
Clay	116	58.1	68.1	1	*	0	*	0	*	0	*	0	*	115	68.7
Graham	61	57.1	63.9	8	37.5	0	*	0	*	0	*	0	*	53	67.9
Haywood	547	56.8	62.5	1	*	3	*	12	41.7	10	70.0	4	*	517	62.9
Henderson	809	57.0	64.9	0	*	8	75.0	40	27.5	34	44.1	7	42.9	720	68.1
Jackson	248	57.9	65.7	23	39.1	2	*	2	*	1	*	3	*	217	69.1
Macon	291	58.0	67.7	0	*	4	*	4	*	1	*	1	*	281	68.7
Madison	165	54.9	55.2	0	*	0	*	1	*	0	*	0	*	164	55.5
McDowell	403	56.6	61.0	0	*	13	38.5	15	46.7	3	*	1	*	371	62.8
Mitchell	180	57.4	67.2	0	*	0	*	1	*	2	*	1	*	176	68.2
Polk	143	59.2	67.1	1	*	0	*	13	38.5	2	*	2	*	125	70.4
Rutherford	491	55.7	55.6	0	*	1	*	64	32.8	7	57.1	1	*	418	59.1
Thomas Jefferson**	16	59.9	87.5	0	*	0	*	1	*	0	*	2	*	13	84.6
Swain	106	56.1	57.5	23	43.5	0	*	1	*	0	*	1	*	81	61.7
Transylvania	272	59.2	75.4	1	*	0	*	26	34.6	1	*	0	*	244	79.9
Yancey	143	58.6	73.4	0	*	0	*	1	*	1	*	0	*	141	73.8

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 51h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**80,549**	**56.1**	**57.6**	**1,091**	**36.6**	**1,669**	**59.0**	**21,514**	**32.0**	**1,758**	**44.0**	**555**	**60.0**	**53,931**	**68.6**
Northwest Region	**12,863**	**56.5**	**60.4**	**21**	**38.1**	**317**	**43.5**	**1,774**	**34.5**	**232**	**31.9**	**59**	**52.5**	**10,454**	**66.1**
Alexander	373	57.3	66.8	1	*	8	37.5	20	60.0	0	*	0	*	343	68.2
Alleghany	101	55.0	56.4	0	*	0	*	2	*	2	*	0	*	97	55.7
Ashe	226	54.9	52.7	0	*	0	*	0	*	2	*	0	*	224	53.1
Avery	169	57.0	65.1	0	*	0	*	0	*	1	*	0	*	168	61.9
Grandfather Academy**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Crossnore Academy**	2	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Burke	798	57.7	66.5	2	*	81	38.3	61	49.2	12	33.3	4	*	638	72.6
Caldwell	742	55.4	55.8	2	*	5	80.0	57	26.3	9	11.1	3	*	666	58.9
Catawba	1,051	55.9	58.2	2	*	61	36.1	57	40.4	25	28.0	5	40.0	901	61.8
Hickory City	291	57.7	60.8	0	*	31	41.9	63	31.7	9	11.1	4	*	184	77.2
Newton Conover City	187	57.2	63.6	0	*	20	45.0	26	34.6	10	50.0	0	*	131	73.3
Davidson	1,404	55.8	57.9	3	*	12	41.7	40	35.0	10	40.0	3	*	1,336	58.8
Lexington City	173	56.9	64.2	0	*	14	64.3	69	43.5	6	66.7	2	*	82	80.5
Thomasville City	96	54.5	52.1	0	*	0	*	53	39.6	4	*	0	*	39	69.2
Davie	380	57.0	65.3	1	*	2	*	39	43.6	5	20.0	1	*	332	68.7
Winston-Salem/Forsyth	2,926	56.6	60.4	5	20.0	34	44.1	916	34.0	66	22.7	29	58.6	1,872	75.1
Lift Academy**	21	43.6	0.0	0	*	0	*	20	0.0	0	*	1	*	0	*
Iredell-Statesville	971	56.0	58.6	1	*	27	48.1	178	30.3	20	35.0	4	*	740	66.6
Mooresville City	283	56.1	59.4	2	*	2	*	43	16.3	0	*	0	*	236	67.8
Stokes	517	56.1	56.5	0	*	0	*	27	22.2	10	60.0	2	*	478	58.4
Surry	514	56.5	59.5	1	*	4	*	25	36.0	18	38.9	0	*	466	61.2
Elkin City	71	58.9	69.0	0	*	0	*	6	66.7	2	*	0	*	63	71.4
Mount Airy City	124	57.0	59.7	0	*	8	12.5	20	30.0	3	*	0	*	93	71.0
Watauga	422	59.2	75.1	0	*	3	*	2	*	1	*	0	*	416	74.8

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 51h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	80,549	56.1	57.6	1,091	36.6	1,669	59.0	21,514	32.0	1,758	44.0	555	60.0	53,931	68.6
Wilkes	632	57.1	63.4	0	*	4	*	31	45.2	6	0.0	1	*	590	64.9
Yadkin	388	55.5	57.2	1	*	1	*	19	36.8	11	45.5	0	*	356	58.4

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 51c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**80,549**	**56.1**	**57.6**	**1,091**	**36.6**	**1,669**	**59.0**	**21,514**	**32.0**	**1,758**	**44.0**	**555**	**60.0**	**53,931**	**68.6**
Southwest Region	**17,459**	**55.7**	**56.0**	**146**	**39.0**	**492**	**53.9**	**5,046**	**30.4**	**409**	**44.0**	**62**	**48.4**	**11,301**	**68.1**
Anson	243	50.8	30.0	1	*	2	*	151	19.2	1	*	1	*	87	48.3
Cabarrus	1,280	58.1	68.5	3	*	9	66.7	164	34.1	20	50.0	6	50.0	1,078	74.2
Kannapolis City	257	56.3	57.2	0	*	3	*	81	29.6	8	37.5	3	*	162	73.5
Cleveland	532	55.7	55.5	0	*	2	*	109	33.9	2	*	0	*	419	60.9
Kings Mountain City	236	57.1	63.6	1	*	5	80.0	58	36.2	2	*	2	*	168	72.0
Shelby City	177	57.6	62.1	0	*	1	*	71	29.6	0	*	0	*	105	81.8
Gaston	1,900	56.0	55.8	4	*	33	60.6	360	30.6	29	62.1	4	*	1,470	61.8
Hoke	443	51.8	35.9	64	28.1	5	60.0	236	19.9	16	75.0	4	*	118	66.1
Lincoln	742	56.0	57.4	1	*	6	83.3	68	29.4	34	47.1	2	*	631	60.5
Charlotte/Mecklenburg	6,421	56.4	58.9	23	47.8	345	53.9	2,471	35.0	185	43.2	19	63.2	3,377	77.8
Kennedy Charter**	6	43.3	0.0	0	*	0	*	2	*	0	*	0	*	4	*
Montgomery	307	52.3	39.1	1	*	20	35.0	78	15.4	19	36.8	2	*	187	49.2
Moore	717	54.9	53.8	8	50.0	3	*	165	23.0	17	35.3	6	0.0	518	64.7
Richmond	556	52.3	40.3	7	42.9	6	50.0	254	19.3	13	15.4	1	*	275	60.7
Rowan-Salisbury	1,310	54.7	53.1	2	*	22	50.0	251	30.3	25	44.0	5	60.0	1,005	59.2
Scotland	359	54.8	51.0	26	38.5	3	*	170	36.5	1	*	0	*	157	67.5
Laurinburg Homework**	5	52.0	60.0	0	*	0	*	3	*	0	*	0	*	2	*
Stanly	603	56.6	60.2	3	*	20	45.0	61	36.1	3	*	4	*	512	63.7
Union	1,365	54.8	52.7	2	*	7	42.9	293	16.0	34	26.5	3	*	1,026	64.1

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 51d 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**80,549**	**56.1**	**57.6**	**1,091**	**36.6**	**1,669**	**59.0**	**21,514**	**32.0**	**1,758**	**44.0**	**555**	**60.0**	**53,931**	**68.6**
Northeast Region	**5,551**	**54.0**	**46.8**	**26**	**50.0**	**33**	**75.8**	**2,619**	**28.0**	**51**	**41.2**	**24**	**54.2**	**2,798**	**64.0**
Beaufort	546	53.0	43.0	0	*	5	40.0	223	21.1	6	0.0	2	*	310	59.7
Bertie	224	50.6	27.7	0	*	1	*	176	21.0	0	*	0	*	47	51.1
Camden	103	56.2	57.3	0	*	0	*	29	34.5	0	*	0	*	74	66.2
Edenton/Chowan	202	54.7	46.0	0	*	0	*	90	18.9	2	*	2	*	108	66.7
Currituck	274	54.1	50.0	3	*	2	*	24	41.7	4	*	2	*	239	51.0
Dare	397	56.0	58.4	2	*	1	*	18	16.7	10	20.0	4	*	362	61.6
Edgecombe	415	55.3	52.3	0	*	0	*	244	42.2	8	62.5	3	*	160	66.3
Gates	160	52.1	32.5	0	*	1	*	77	7.8	0	*	1	*	81	55.6
Halifax	380	49.3	23.9	16	43.8	0	*	352	23.3	1	*	1	*	10	20.0
Roanoke Rapids City	209	56.0	58.9	2	*	5	60.0	38	44.7	4	*	0	*	160	62.5
Weldon City	53	50.9	30.2	0	*	1	*	50	30.0	0	*	0	*	2	*
Hertford	222	50.1	26.6	1	*	0	*	171	19.9	0	*	3	*	47	48.9
Hyde	47	52.1	34.0	0	*	0	*	16	12.5	0	*	0	*	31	45.2
Martin	310	54.2	49.0	0	*	1	*	153	31.4	2	*	0	*	154	66.9
Northampton	185	53.9	41.6	0	*	0	*	151	33.8	0	*	0	*	34	76.5
Elizabeth City/Pasquotank	375	52.7	40.8	0	*	3	*	204	22.1	3	*	1	*	164	62.8
Perquimans	102	58.1	69.6	0	*	0	*	30	50.0	1	*	0	*	71	77.5
Pitt	1,082	56.8	60.7	2	*	13	100.0	411	37.2	6	66.7	4	*	646	74.8
Right Step**	18	44.8	16.7	0	*	0	*	18	16.7	0	*	0	*	0	*
Tyrrell	84	51.3	32.1	0	*	0	*	39	17.9	2	*	0	*	43	46.5
Washington	163	52.7	39.3	0	*	0	*	105	26.7	2	*	1	*	55	65.5

Notes: *Data are not reported where number tested is fewer than five.
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** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 51e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**80,549**	**56.1**	**57.6**	**1,091**	**36.6**	**1,669**	**59.0**	**21,514**	**32.0**	**1,758**	**44.0**	**555**	**60.0**	**53,931**	**68.6**
Southeast Region	**14,714**	**54.9**	**51.4**	**734**	**32.7**	**179**	**64.2**	**5,014**	**31.3**	**444**	**51.8**	**146**	**69.2**	**8,191**	**61.8**
Bladen	362	53.6	44.2	1	*	0	*	182	33.0	2	*	1	*	176	51.5
Brunswick	615	54.7	51.4	2	*	0	*	179	25.1	7	42.9	1	*	426	62.4
Carteret	847	56.1	56.7	2	*	5	80.0	81	29.6	11	36.4	10	80.0	738	59.6
Cape Lookout Marine**	43	49.6	27.9	0	*	0	*	3	*	1	*	3	*	36	30.6
Columbus	492	53.6	42.5	21	66.7	1	*	203	23.2	2	*	2	*	263	55.5
Whiteville City	152	57.1	63.2	1	*	0	*	58	36.2	1	*	0	*	92	79.3
Craven	1,008	55.6	54.5	2	*	12	75.0	325	34.5	23	56.5	6	83.3	640	61.9
Cumberland	3,335	54.5	50.3	61	36.1	80	68.8	1,460	34.7	205	51.2	38	73.7	1,488	61.6
Oma's Inc **	17	47.7	29.4	0	*	1	*	8	25.0	0	*	0	*	8	25.0
Duplin	516	55.0	51.9	0	*	0	*	209	30.6	26	53.8	0	*	281	67.6
Greene	121	53.6	43.8	0	*	1	*	60	26.7	2	*	0	*	58	63.8
Jones	69	52.2	42.0	0	*	0	*	46	41.3	0	*	0	*	23	43.5
Lenoir	367	54.0	48.2	0	*	2	*	166	28.3	8	37.5	2	*	189	66.1
New Hanover	1,385	58.2	68.1	5	100.0	14	71.4	278	33.1	16	68.8	7	100.0	1,065	76.8
Onslow	1,460	56.8	61.5	8	62.5	38	57.9	350	41.4	65	63.1	50	64.0	949	68.8
Pamlico	169	53.7	44.4	2	*	2	*	53	24.5	1	*	2	*	109	52.3
Pender	396	54.0	45.7	0	*	1	*	140	26.4	6	33.3	1	*	248	56.9
Robeson	1,437	52.0	35.7	613	29.5	8	37.5	450	23.8	10	60.0	4	*	350	61.1
Sampson	434	53.9	44.5	4	*	0	*	135	23.7	16	25.0	0	*	279	55.6
Clinton City	184	52.1	39.1	8	25.0	1	*	78	21.8	7	28.6	2	*	88	55.7
Wayne	1,290	54.9	51.0	4	*	13	53.8	539	30.2	34	52.9	17	70.6	682	66.7
Wayne Academy**	15	43.6	0.0	0	*	0	*	11	0.0	1	*	0	*	3	*

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 51f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**80,549**	**56.1**	**57.6**	**1,091**	**36.6**	**1,669**	**59.0**	**21,514**	**32.0**	**1,758**	**44.0**	**555**	**60.0**	**53,931**	**68.6**
Central Region	**23,776**	**57.0**	**61.6**	**94**	**53.2**	**599**	**69.4**	**6,698**	**34.7**	**536**	**42.2**	**231**	**60.2**	**15,602**	**73.7**
Alamance-Burlington	1,453	54.5	50.0	7	57.1	17	70.6	354	28.5	45	28.9	12	58.3	1,017	57.9
Lakeside School**	4	*	*	0	*	0	*	1	*	0	*	0	*	3	*
River Mill Charter**	18	54.7	55.6	1	*	0	*	0	*	0	*	2	*	15	60.0
Caswell	248	52.0	35.5	2	*	0	*	107	19.6	0	*	1	*	138	48.6
Chatham	414	55.6	53.4	0	*	2	*	109	22.9	12	33.3	2	*	289	65.4
Woods Charter**	7	59.0	57.1	0	*	0	*	0	*	0	*	1	*	6	50.0
Durham	1,695	55.9	56.0	5	60.0	37	62.2	787	35.6	33	42.4	39	69.2	793	75.8
Franklin	414	55.7	54.8	1	*	1	*	149	32.9	6	16.7	3	*	254	68.5
Granville	249	59.4	77.5	0	*	3	*	59	69.5	3	*	1	*	183	79.8
Guilford	3,864	57.6	65.2	17	58.8	168	53.0	1,260	40.6	59	47.5	41	48.8	2,316	80.3
Harnett	977	54.7	50.8	13	23.1	3	*	260	24.6	34	38.2	15	46.7	652	62.4
Johnston	1,252	57.8	68.3	4	*	10	80.0	261	44.4	46	47.8	7	57.1	923	75.9
Lee	519	56.5	62.0	2	*	4	*	128	39.8	27	51.9	5	80.0	353	70.3
Provisions Academy**	31	45.7	3.2	0	*	0	*	13	0.0	0	*	1	*	17	5.9
Nash-Rocky Mount	1,097	53.6	46.2	7	42.9	11	63.6	549	28.8	21	42.9	3	*	505	65.0
Orange	550	58.2	67.3	1	*	5	60.0	110	30.0	14	64.3	7	42.9	413	78.0
Chapel Hill-Carrboro City	715	62.7	83.6	0	*	46	93.5	91	38.5	15	60.0	7	85.7	556	90.8
New Century**	20	52.8	55.0	1	*	1	*	0	*	0	*	2	*	16	50.0
Person	305	55.6	56.4	1	*	1	*	99	24.2	1	*	2	*	201	72.6
Randolph	1,159	55.9	57.5	7	57.1	7	71.4	61	29.5	28	32.1	2	*	1,054	59.8
Asheboro City	245	56.3	60.4	0	*	4	*	26	26.9	17	29.4	1	*	197	67.0
Rockingham	909	54.9	51.9	4	*	5	60.0	214	28.5	13	30.8	4	*	669	59.8
Vance	431	53.4	47.3	1	*	3	*	232	27.2	8	50.0	4	*	183	71.0
Wake	6,195	59.0	70.4	12	58.3	265	75.8	1,382	38.4	137	45.3	66	66.7	4,325	81.3

Notes *Data are not reported where number tested is fewer than five

The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category

** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix

Data received from LEAs after October 24, 2000 are not included in this table

Table 51f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Biology
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	80,549	56.1	57.6	1,091	36.6	1,669	59.0	21,514	32.0	1,758	44.0	555	60.0	53,931	68.6
J H Baker Jr High**	11	44.8	0.0	0	*	0	*	7	0.0	0	*	1	*	2	*
Quest Academy**	2	*	*	0	*	0	*	0	*	0	*	0	*	2	*
Raleigh Charter High**	132	64.3	90.2	0	*	1	*	14	50.0	0	*	2	*	115	91.8
Warren	204	51.0	31.9	8	50.0	0	*	149	24.2	0	*	0	*	47	53.2
Wilson	656	54.8	52.4	0	*	5	60.0	276	33.7	17	23.5	0	*	358	68.2

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 52a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**42,605**	**58.1**	**62.0**	**384**	**39.8**	**1,139**	**67.5**	**9,070**	**38.1**	**634**	**52.7**	**239**	**57.7**	**31,114**	**69.3**
Western Region	**3,339**	**58.8**	**65.3**	**38**	**42.1**	**43**	**72.1**	**166**	**42.2**	**34**	**50.0**	**13**	**61.5**	**3,045**	**67.0**
Buncombe	867	58.0	61.2	4	*	14	78.6	25	60.0	15	73.3	3	*	806	60.9
Asheville City	233	57.3	60.1	0	*	3	*	57	31.6	7	28.6	2	*	164	70.7
Cherokee	121	62.2	84.3	2	*	0	*	0	*	1	*	1	*	117	84.6
Clay	57	55.7	54.4	0	*	0	*	0	*	0	*	0	*	57	54.4
Graham	33	56.8	54.5	5	40.0	0	*	0	*	0	*	0	*	28	57.1
Haywood	283	57.8	55.5	0	*	4	*	4	*	1	*	0	*	274	55.1
Henderson	441	60.9	74.8	0	*	9	55.6	14	64.3	3	*	2	*	413	75.8
Jackson	114	56.6	57.9	6	66.7	1	*	2	*	0	*	2	*	103	56.3
Macon	164	57.2	57.9	0	*	2	*	1	*	1	*	0	*	160	58.1
Madison	72	56.8	52.8	0	*	0	*	0	*	0	*	0	*	72	52.8
McDowell	194	61.0	76.3	0	*	8	62.5	13	53.8	0	*	0	*	173	78.6
Mitchell	63	60.0	74.6	0	*	1	*	0	*	1	*	0	*	61	75.4
Polk	102	56.3	54.9	1	*	0	*	5	20.0	1	*	1	*	94	57.4
Rutherford	279	57.2	60.9	0	*	0	*	40	27.5	1	*	0	*	238	66.8
Swain	97	56.2	54.6	20	15.0	0	*	0	*	1	*	2	*	74	60.8
Transylvania	153	65.7	96.7	0	*	1	*	5	80.0	0	*	0	*	147	97.3
Yancey	66	62.5	78.8	0	*	0	*	0	*	2	*	0	*	64	79.7

Notes: *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 52h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	42,605	58.1	62.0	384	39.8	1,139	67.5	9,070	38.1	634	52.7	239	57.7	31,114	69.3
Northwest Region	5,990	58.9	67.1	9	66.7	137	65.7	505	46.1	74	56.8	19	57.9	5,246	69.3
Alexander	134	58.7	70.1	0	*	5	60.0	4	*	0	*	0	*	125	70.4
Alleghany	42	58.4	66.7	0	*	0	*	0	*	1	*	0	*	41	65.9
Ashe	112	56.5	58.0	0	*	0	*	1	*	0	*	0	*	111	57.7
Avery	67	55.7	49.3	0	*	1	*	1	*	0	*	1	*	64	51.6
Burke	380	60.3	72.4	0	*	31	71.0	15	60.0	1	*	0	*	333	73.0
Caldwell	243	57.9	63.0	0	*	3	*	11	54.5	1	*	3	*	225	63.1
Catawba	386	59.6	68.4	0	*	23	52.2	14	50.0	5	80.0	0	*	344	70.1
Hickory City	165	63.0	85.5	0	*	11	81.8	12	83.3	1	*	0	*	141	85.8
Newton Conover City	88	58.8	68.2	0	*	6	50.0	10	40.0	3	*	0	*	69	73.9
Davidson	768	56.9	57.9	3	*	6	50.0	17	47.1	7	71.4	1	*	734	58.2
Lexington City	55	62.0	83.6	0	*	8	62.5	17	76.5	5	100.0	0	*	25	92.0
Thomasville City	56	56.3	51.8	0	*	0	*	24	33.3	1	*	1	*	30	66.7
Davie	213	61.1	79.3	0	*	2	*	13	69.2	3	*	0	*	195	80.5
Winston-Salem/Forsyth	1,309	58.5	66.0	3	*	18	72.2	252	41.7	20	50.0	8	62.5	1,008	72.3
Iredell-Statesville	481	59.4	69.9	2	*	12	66.7	46	65.2	4	*	1	*	416	70.4
Mooresville City	144	62.2	77.8	0	*	4	*	12	25.0	1	*	0	*	127	83.5
Stokes	239	59.5	73.6	1	*	1	*	7	28.6	0	*	1	*	229	76.0
Surry	308	57.0	59.7	0	*	2	*	19	31.6	9	33.3	1	*	277	62.1
Elkin City	57	58.4	68.4	0	*	0	*	3	*	0	*	0	*	54	72.2
Mount Airy City	44	59.0	59.1	0	*	1	*	2	*	0	*	0	*	41	63.4
Watauga	203	61.8	82.8	0	*	1	*	2	*	2	*	0	*	198	82.8
Wilkes	305	61.0	75.7	0	*	2	*	13	46.2	3	*	1	*	286	76.9
Yadkin	191	54.6	42.4	0	*	0	*	10	20.0	7	14.3	1	*	173	44.5

Notes *Data are not reported where number tested is fewer than five.
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Data received from LEAs after October 24, 2000 are not included in this table.

Table 52c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	42,605	58.1	62.0	384	39.8	1,139	67.5	9,070	38.1	634	52.7	239	57.7	31,114	69.3
Southwest Region	10,355	57.4	59.3	51	37.3	386	60.6	2,297	33.0	158	45.6	34	44.1	7,429	67.9
Anson	125	54.1	43.2	0	*	3	*	56	37.9	0	*	0	*	56	48.2
Cabarrus	647	61.4	79.3	2	*	13	69.2	44	54.5	6	66.7	4	*	578	81.5
Kannapolis City	108	60.6	74.1	0	*	4	*	21	57.1	1	*	0	*	82	76.8
Cleveland	327	57.0	59.0	0	*	1	*	63	33.3	3	*	1	*	259	66.0
Kings Mountain City	172	54.3	45.3	0	*	7	85.7	34	14.7	0	*	2	*	129	51.9
Shelby City	150	55.4	50.7	0	*	2	*	64	31.3	0	*	0	*	84	64.3
Gaston	1,057	58.6	65.8	1	*	25	68.0	147	40.8	11	63.6	1	*	872	70.0
Hoke	280	49.5	16.4	23	4.3	3	*	144	9.7	6	0.0	3	*	101	27.7
Lincoln	297	57.0	55.6	0	*	3	*	18	27.8	10	50.0	1	*	265	57.4
Charlotte/Mecklenburg	4,514	56.1	53.0	15	46.7	271	53.9	1,308	29.0	86	39.5	16	31.3	2,818	64.6
Montgomery	153	55.5	44.4	0	*	10	60.0	40	20.0	8	37.5	0	*	95	53.7
Moore	432	57.0	56.5	3	*	4	*	57	49.1	5	40.0	1	*	362	57.7
Richmond	197	61.5	82.2	1	*	5	100.0	55	81.8	2	*	0	*	134	82.1
Rowan-Salisbury	623	59.4	71.3	0	*	10	80.0	61	44.3	8	62.5	3	*	541	74.3
Scotland	173	61.6	74.6	4	*	4	*	45	55.6	0	*	0	*	120	80.8
Stanly	410	59.8	72.9	1	*	17	82.4	49	36.7	5	60.0	0	*	338	77.8
Union	690	60.4	72.9	1	*	4	*	81	51.9	7	100.0	2	*	595	75.1

Notes: *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 52d 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**42,605**	**58.1**	**62.0**	**384**	**39.8**	**1,139**	**67.5**	**9,070**	**38.1**	**634**	**52.7**	**239**	**57.7**	**31,114**	**69.3**
Northeast Region	**2,949**	**55.5**	**49.6**	**19**	**26.3**	**28**	**64.3**	**1,319**	**30.0**	**16**	**37.5**	**11**	**72.7**	**1,556**	**66.3**
Beaufort	189	57.7	61.4	0	*	0	*	61	34.4	0	*	0	*	128	74.2
Bertie	153	50.9	25.5	0	*	0	*	131	21.4	0	*	0	*	22	50.0
Camden	42	57.1	57.1	0	*	0	*	9	33.3	0	*	0	*	33	63.6
Edenton/Chowan	81	52.9	32.1	0	*	0	*	35	14.3	1	*	1	*	44	43.2
Currituck	74	60.6	73.0	0	*	0	*	5	60.0	2	*	0	*	67	73.1
Dare	178	60.4	75.3	1	*	2	*	11	45.5	3	*	1	*	160	78.8
Edgecombe	253	56.2	56.1	0	*	0	*	128	48.4	3	*	1	*	121	64.5
Gates	79	54.1	40.5	0	*	0	*	32	28.1	0	*	0	*	47	48.9
Halifax	175	48.4	12.0	14	7.1	0	*	155	12.3	0	*	1	*	5	0.0
Roanoke Rapids City	93	61.4	81.7	2	*	3	*	8	75.0	1	*	0	*	79	83.5
Weldon City	49	47.6	14.3	0	*	0	*	48	14.6	0	*	0	*	1	*
Hertford	159	51.9	31.4	0	*	0	*	111	23.4	0	*	0	*	48	50.0
Hyde	23	55.0	56.5	0	*	0	*	9	33.3	0	*	0	*	14	71.4
Martin	133	57.5	59.4	0	*	1	*	47	46.8	0	*	0	*	85	65.9
Northampton	176	54.1	42.6	0	*	0	*	131	35.1	0	*	1	*	44	63.6
Elizabeth City/Pasquotank	127	56.6	57.5	1	*	2	*	52	46.2	0	*	1	*	71	63.4
Perquimans	39	59.3	74.4	0	*	0	*	7	57.1	0	*	1	*	31	77.4
Pitt	784	56.9	55.2	1	*	17	64.7	242	34.7	6	0.0	3	*	515	65.0
Right Step**	12	45.6	0.0	0	*	0	*	12	0.0	0	*	0	*	0	*
Tyrrell	17	54.9	35.3	0	*	2	*	5	0.0	0	*	0	*	10	60.0
Washington	113	51.8	31.0	0	*	1	*	80	23.8	0	*	1	*	31	48.4

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 52e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**42,605**	**58.1**	**62.0**	**384**	**39.8**	**1,139**	**67.5**	**9,070**	**38.1**	**634**	**52.7**	**239**	**57.7**	**31,114**	**69.3**
Southeast Region	**6,923**	**57.2**	**58.4**	**242**	**38.4**	**110**	**63.6**	**2,033**	**38.7**	**173**	**54.3**	**73**	**60.3**	**4,290**	**68.9**
Bladen	142	54.0	45.1	1	*	1	*	59	30.5	0	*	0	*	81	56.8
Brunswick	297	56.2	56.2	2	*	2	*	79	32.9	2	*	0	*	212	61.6
Carteret	318	62.1	81.1	1	*	2	*	28	67.9	7	100.0	0	*	279	81.7
Columbus	216	54.4	47.7	9	22.2	0	*	88	30.7	1	*	0	*	118	62.7
Whiteville City	92	60.9	70.7	1	*	2	*	30	70.0	0	*	0	*	59	69.5
Craven	325	58.9	70.8	0	*	5	60.0	73	56.2	9	77.8	1	*	237	75.1
Cumberland	1,593	56.1	51.9	17	52.9	45	60.0	640	37.3	98	41.8	27	48.1	766	61.9
Duplin	274	56.2	52.2	0	*	0	*	92	34.8	7	57.1	0	*	175	61.1
Greene	60	59.5	80.0	0	*	0	*	29	69.0	2	*	0	*	29	89.7
Jones	46	52.3	32.6	0	*	0	*	23	34.8	0	*	0	*	23	30.4
Lenoir	326	58.2	65.6	2	*	2	*	117	49.6	2	*	0	*	203	75.4
New Hanover	878	60.5	71.4	1	*	8	50.0	135	40.0	7	85.7	7	42.9	720	77.8
Onslow	573	60.2	73.8	1	*	16	68.8	98	60.2	17	82.4	25	80.0	416	76.7
Pamlico	70	57.9	54.3	1	*	0	*	31	29.0	0	*	0	*	38	76.3
Pender	177	60.0	74.6	0	*	1	*	42	71.4	1	*	1	*	132	75.0
Robeson	613	52.9	38.8	201	37.3	9	88.9	166	26.5	3	*	3	*	231	47.6
Sampson	230	57.8	62.2	1	*	0	*	67	47.8	6	50.0	2	*	154	68.8
Clinton City	87	58.8	66.7	3	*	1	*	27	37.0	3	*	0	*	53	79.2
Wayne	606	53.9	41.9	1	*	16	56.3	209	19.1	8	37.5	7	42.9	364	54.1

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 52f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	42,605	58.1	62.0	384	39.8	1,139	67.5	9,870	38.1	634	52.7	239	57.7	31,114	69.3
Central Region	13,049	59.1	65.7	25	56.0	435	74.9	2,750	44.1	179	57.5	89	58.4	9,548	71.8
Alamance-Burlington	678	56.0	52.4	2	*	11	36.4	112	28.6	10	40.0	3	*	509	58.3
River Mill Charter**	9	54.9	22.2	0	*	0	*	0	*	0	*	1	*	8	25.0
Caswell	155	54.1	41.9	0	*	0	*	83	27.7	2	*	0	*	70	58.6
Chatham	247	55.9	49.8	0	*	1	*	42	33.3	3	*	0	*	200	53.7
Woods Charter**	16	54.0	43.8	1	*	0	*	1	*	0	*	0	*	9	44.4
Durham	1,081	59.4	67.3	0	*	32	59.4	383	50.7	12	58.3	23	56.5	630	78.4
Franklin	178	57.2	59.6	1	*	0	*	46	45.7	1	*	2	*	128	65.6
Granville	195	59.0	71.8	0	*	1	*	45	71.1	1	*	1	*	147	72.8
Guilford	2,195	58.6	63.5	3	*	103	59.2	572	43.0	26	46.2	18	72.2	1,472	71.9
Harnett	380	57.8	59.7	0	*	7	85.7	89	39.3	3	*	4	*	277	66.4
Johnston	491	59.4	68.4	0	*	2	*	66	43.9	10	50.0	0	*	413	72.9
Lee	263	57.5	58.2	1	*	1	*	52	30.8	16	43.8	1	*	192	67.2
Provisions Academy**	3	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Nash-Rocky Mount	524	57.6	62.0	1	*	6	83.3	170	52.4	7	57.1	1	*	336	66.7
Orange	203	62.3	80.3	0	*	0	*	26	73.1	3	*	1	*	173	82.1
Chapel Hill-Carrboro City	505	65.9	92.1	1	*	46	93.5	24	66.7	10	90.0	6	100.0	418	93.3
New Century**	9	51.9	22.2	0	*	0	*	0	*	0	*	3	*	5	40.0
Person	148	58.2	64.9	0	*	0	*	26	46.2	1	*	0	*	121	69.4
Randolph	454	57.2	59.3	0	*	3	*	26	50.0	3	*	2	*	420	60.0
Asheboro City	131	56.1	52.7	0	*	5	40.0	16	37.5	6	50.0	0	*	104	55.8
Rockingham	438	55.8	48.2	0	*	7	100.0	76	35.5	3	*	1	*	351	49.9
Vance	233	52.3	35.6	1	*	1	*	130	24.6	3	*	1	*	97	50.5
Wake	3,993	61.3	74.6	10	70.0	205	84.9	573	51.5	52	75.0	21	71.4	3,120	78.2
Quest Academy**	4	*	*	0	*	0	*	0	*	0	*	0	*	4	*

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

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Table 52f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Chemistry
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	42,605	58.1	62.0	384	39.8	1,139	67.5	9,070	38.1	634	52.7	239	57.7	31,114	69.3
Raleigh Charter High**	23	62.3	82.6	0	*	0	*	0	*	0	*	0	*	23	82.6
Warren	84	53.5	40.5	4	*	0	*	55	38.2	0	*	0	*	25	44.0
Wilson	409	56.0	55.5	0	*	4	*	134	30.6	7	42.9	0	*	264	68.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 53a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,992**	**55.1**	**67.3**	**1,180**	**41.9**	**1,753**	**68.3**	**22,070**	**45.9**	**1,953**	**53.3**	**627**	**70.5**	**51,362**	**77.6**
Western Region	**7,118**	**56.0**	**71.4**	**68**	**63.2**	**61**	**62.3**	**429**	**38.5**	**112**	**54.5**	**46**	**60.9**	**6,401**	**74.1**
Buncombe	1,890	56.8	74.3	9	77.8	21	76.2	88	42.0	30	76.7	12	50.0	1,729	76.0
Asheville City	345	55.7	68.1	0	*	4	*	113	39.8	9	44.4	4	*	215	83.1
Cherokee	219	61.0	93.2	2	*	2	*	3	*	0	*	3	*	209	91.8
Clay	122	57.8	80.3	1	*	0	*	0	*	0	*	0	*	121	80.2
Graham	68	56.0	73.5	10	70.0	0	*	0	*	0	*	0	*	58	74.1
Haywood	617	55.4	69.9	2	*	1	*	10	50.0	8	62.5	4	*	592	69.9
Henderson	877	55.3	69.4	1	*	9	44.4	45	28.9	31	35.5	9	77.8	782	71.1
Jackson	299	55.5	69.6	22	31.8	0	*	7	85.7	2	*	2	*	266	71.8
Macon	343	55.1	69.4	2	*	2	*	3	*	3	*	3	*	330	70.0
Madison	188	56.8	73.9	1	*	0	*	0	*	0	*	0	*	187	73.8
McDowell	477	54.7	67.7	0	*	15	53.3	24	37.5	3	*	2	*	433	70.2
Mitchell	188	55.2	66.5	0	*	0	*	0	*	4	*	1	*	183	67.2
Polk	115	57.6	81.7	0	*	2	*	9	44.4	3	*	1	*	100	86.0
Rutherford	702	53.9	61.5	0	*	5	60.0	95	33.7	10	40.0	2	*	590	66.6
Swain	90	61.6	93.3	16	93.8	0	*	0	*	1	*	0	*	73	91.2
Transylvania	338	57.0	74.9	1	*	0	*	28	35.7	2	*	3	*	304	78.6
Yancey	240	54.9	64.6	1	*	0	*	4	*	6	33.3	0	*	229	66.8

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 53h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	78,992	55.1	67.3	1,180	41.9	1,753	68.3	22,070	45.9	1,953	53.3	627	70.5	51,362	77.6
Northwest Region	12,914	55.4	68.7	23	52.2	287	52.6	1,802	46.2	297	48.5	72	69.4	10,428	73.6
Alexander	410	53.3	57.8	0	*	20	30.0	20	45.0	4	*	0	*	365	60.5
Alleghany	125	53.4	58.4	0	*	0	*	0	*	5	40.0	0	*	120	59.2
Ashe	214	56.5	76.2	0	*	1	*	1	*	3	*	0	*	209	76.1
Avery	97	60.0	90.7	0	*	1	*	0	*	1	*	0	*	94	90.4
Grandfather Academy**	3	*	*	0	*	0	*	2	*	0	*	0	*	1	*
Crossnore Academy**	3	*	*	1	*	0	*	0	*	0	*	0	*	2	*
Burke	398	58.4	78.4	0	*	28	35.7	22	50.0	11	63.6	2	*	335	84.2
Caldwell	930	52.2	54.6	3	*	12	50.0	59	32.2	10	20.0	4	*	842	76.9
Catawba	1,108	55.1	67.5	4	*	82	50.0	65	50.8	35	40.0	3	*	919	71.4
Hickory City	343	54.4	57.7	0	*	30	26.7	103	36.9	12	16.7	4	*	194	75.8
Newton Conover City	214	55.2	65.4	0	*	18	55.6	27	37.0	10	40.0	0	*	159	73.0
Davidson	1,356	56.0	73.6	4	*	10	80.0	32	59.4	8	62.5	3	*	1,299	73.9
Lexington City	166	53.0	58.4	0	*	15	73.3	77	44.2	4	*	4	*	66	72.7
Thomasville City	155	51.5	54.2	0	*	2	*	81	38.3	10	70.0	1	*	61	70.5
Davie	438	56.5	72.1	0	*	0	*	41	48.8	8	62.5	3	*	386	74.9
Winston-Salem/Forsyth	2,946	55.4	68.9	6	50.0	25	76.0	925	46.9	83	50.6	37	81.1	1,870	80.3
Lift Academy**	11	38.5	0.0	0	*	0	*	11	0.0	0	*	0	*	0	*
Iredell-Statesville	912	57.5	78.1	1	*	22	68.2	152	57.2	13	84.6	2	*	720	82.9
Mooresville City	338	56.3	74.6	0	*	4	*	50	48.0	4	*	1	*	279	79.6
Stokes	492	55.2	67.1	1	*	1	*	26	50.0	11	36.4	0	*	453	69.1
Surry	534	55.5	71.2	1	*	3	*	20	50.0	32	56.3	4	*	473	73.2
Elkin City	58	57.8	74.1	0	*	0	*	4	*	3	*	0	*	51	82.4
Mount Airy City	167	54.5	62.3	0	*	5	60.0	17	29.4	4	*	2	*	139	68.3
Watauga	381	56.3	74.3	0	*	2	*	3	*	2	*	1	*	373	74.5

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 53h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	78,992	55.1	67.3	1,180	41.9	1,753	68.3	22,070	45.9	1,953	53.3	627	70.5	51,362	77.6
Wilkes	739	55.6	70.1	1	*	5	60.0	47	53.2	11	45.5	0	*	675	71.9
Yadkin	376	54.7	67.8	1	*	1	*	17	47.1	13	38.5	1	*	343	70.0

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 53c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,992**	**55.1**	**67.3**	**1,160**	**41.9**	**1,753**	**68.3**	**22,070**	**45.9**	**1,953**	**53.3**	**627**	**70.5**	**51,362**	**77.6**
Southwest Region	**15,397**	**54.6**	**64.8**	**113**	**59.3**	**501**	**62.3**	**4,912**	**41.8**	**434**	**48.4**	**71**	**71.8**	**9,362**	**77.8**
Anson	286	51.2	51.0	0	*	4	*	156	38.5	1	*	1	*	124	65.3
Cabarrus	1,146	57.3	77.5	4	*	11	63.6	176	48.3	21	33.3	9	88.9	925	84.1
Kannapolis City	261	54.9	67.8	0	*	4	*	93	58.1	8	50.0	2	*	154	74.7
Cleveland	565	55.6	70.3	0	*	1	*	123	37.4	6	83.3	1	*	433	79.2
Kings Mountain City	282	56.5	73.4	1	*	10	80.0	67	52.2	3	*	2	*	199	80.4
Shelby City	136	60.4	87.5	0	*	2	*	27	77.8	1	*	0	*	106	89.6
Gaston	73	51.8	50.7	1	*	3	*	17	41.2	3	*	1	*	48	54.2
Hoke	254	53.5	60.6	30	50.0	6	83.3	154	55.2	5	100.0	3	*	56	75.0
Lincoln	795	53.8	63.1	2	*	6	83.3	70	41.4	29	37.9	4	*	684	66.2
Charlotte/Mecklenburg	7,521	53.8	60.6	35	54.3	379	62.0	3,036	39.2	273	45.1	24	62.5	3,774	78.8
Kennedy Charter**	8	46.1	12.5	0	*	0	*	4	*	0	*	0	*	4	*
Montgomery	326	52.1	51.8	0	*	22	40.9	90	25.6	23	52.2	2	*	189	65.6
Moore	855	55.0	65.3	9	66.7	6	100.0	208	34.1	26	46.2	8	50.0	598	76.8
Richmond	610	52.7	57.9	1	*	6	83.3	233	42.9	9	44.4	3	*	358	67.6
Rowan-Salisbury	729	57.6	79.6	1	*	8	37.5	140	55.7	12	91.7	6	83.3	559	86.0
Scotland	375	55.4	68.8	27	74.1	4	*	168	59.5	1	*	1	*	174	75.9
Laurinburg**	12	41.4	8.3	0	*	0	*	11	9.1	0	*	0	*	1	*
Laurinburg Homework**	9	47.6	33.3	0	*	0	*	4	*	0	*	0	*	5	40.0
Stanly	657	56.2	71.8	2	*	25	52.0	100	50.0	5	60.0	3	*	522	76.8
Union	497	57.2	80.1	0	*	4	*	35	42.9	8	75.0	1	*	449	83.1

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 53d 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	78,992	55.1	67.3	1,180	41.9	1,753	68.3	22,070	45.9	1,953	53.3	627	70.5	51,362	77.6
Northeast Region	4,811	54.8	66.2	27	59.3	34	79.4	2,464	49.6	34	58.8	17	58.8	2,235	84.6
Beaufort	295	56.8	71.2	0	*	2	*	95	42.1	2	*	0	*	196	85.7
Bertie	230	53.3	61.3	0	*	0	*	182	55.5	0	*	0	*	48	83.3
Camden	12	52.8	41.7	0	*	0	*	5	20.0	0	*	0	*	7	57.1
Edenton/Chowan	231	52.7	58.4	1	*	0	*	103	35.9	1	*	1	*	125	77.6
Currituck	155	59.4	89.0	1	*	0	*	21	57.1	3	*	0	*	130	93.8
Dare	177	57.4	78.5	1	*	1	*	3	*	3	*	1	*	168	79.2
Edgecombe	346	57.3	79.5	0	*	0	*	204	71.6	2	*	2	*	138	91.3
Gates	141	54.8	70.2	0	*	0	*	70	57.1	0	*	2	*	69	82.6
Halifax	349	49.6	44.7	19	52.6	0	*	318	44.0	2	*	1	*	9	44.4
Roanoke Rapids City	16	53.0	43.8	0	*	1	*	4	*	0	*	0	*	11	54.5
Weldon City	65	49.2	33.8	0	*	1	*	61	29.5	0	*	0	*	3	*
Hertford	234	53.2	59.4	3	*	2	*	168	49.4	0	*	1	*	60	86.7
Hyde	39	58.5	79.5	0	*	0	*	21	61.9	0	*	0	*	18	100.0
Martin	273	56.4	72.2	0	*	0	*	145	57.9	0	*	0	*	128	88.3
Northampton	113	51.3	45.1	0	*	0	*	96	42.7	0	*	0	*	17	58.8
Elizabeth City/Pasquotank	395	53.3	60.0	1	*	4	*	197	43.1	4	*	2	*	187	76.5
Perquimans	136	56.2	76.5	0	*	0	*	48	58.3	2	*	0	*	86	86.0
Pitt	1,331	57.0	75.5	1	*	21	81.0	543	57.6	12	41.7	5	40.0	749	89.1
Right Step**	18	42.9	11.1	0	*	0	*	16	6.3	0	*	1	*	1	*
Tyrrell	67	51.7	53.7	0	*	1	*	31	32.3	2	*	0	*	33	75.8
Washington	188	48.0	30.3	0	*	1	*	133	21.8	1	*	1	*	52	51.9

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 53e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**78,992**	**55.1**	**67.3**	**1,180**	**41.9**	**1,753**	**68.3**	**22,070**	**45.9**	**1,953**	**53.3**	**627**	**70.5**	**51,362**	**77.6**
Southeast Region	**15,021**	**54.2**	**63.8**	**849**	**35.0**	**201**	**75.6**	**5,230**	**49.3**	**448**	**60.7**	**174**	**75.9**	**8,111**	**75.8**
Bladen	346	53.7	60.1	1	*	0	*	147	44.9	3	*	1	*	191	71.1
Brunswick	507	58.6	84.8	2	*	1	*	144	70.1	3	*	1	*	356	91.0
Carteret	633	55.9	73.0	2	*	1	*	48	39.6	6	83.3	3	*	573	75.7
Cape Lookout Marine**	9	52.8	55.6	1	*	0	*	0	*	0	*	0	*	8	62.5
Columbus	497	53.8	63.2	20	65.0	1	*	211	46.4	1	*	0	*	264	76.5
Whiteville City	173	57.2	75.1	3	*	2	*	63	58.7	1	*	0	*	104	84.6
Craven	1,074	55.1	67.4	3	*	17	82.4	345	50.4	25	80.0	16	81.3	668	75.1
Cumberland	3,924	54.3	64.7	76	59.2	95	75.8	1,741	52.8	208	66.8	70	75.7	1,728	75.7
Oma's Inc **	19	50.6	52.6	0	*	1	*	9	44.4	1	*	1	*	7	71.4
Duplin	613	53.7	63.5	0	*	0	*	220	50.5	41	46.3	0	*	352	73.6
Greene	207	55.8	74.4	0	*	1	*	102	71.6	9	11.1	0	*	95	83.2
Jones	73	51.5	50.7	0	*	0	*	53	41.5	0	*	0	*	20	75.0
Lenoir	474	54.0	62.4	0	*	3	*	255	50.2	10	60.0	2	*	204	78.9
New Hanover	1,664	55.5	67.5	8	62.5	29	79.3	399	36.8	20	55.0	26	69.2	1,182	77.8
Onslow	976	55.8	70.0	8	37.5	20	60.0	220	57.7	37	62.2	26	80.8	665	74.7
Pamlico	166	54.4	65.1	2	*	1	*	54	42.6	2	*	0	*	107	74.8
Pender	318	53.1	59.4	1	*	0	*	124	44.4	6	50.0	0	*	187	70.1
Robeson	1,643	48.3	36.5	710	31.0	8	62.5	521	32.1	23	34.8	6	66.7	374	51.9
Sampson	424	53.8	61.6	5	20.0	1	*	103	38.8	19	63.2	3	*	293	69.6
Clinton City	193	53.6	59.6	6	33.3	1	*	93	48.4	7	14.3	0	*	86	76.7
Wayne	1,077	56.6	75.0	1	*	19	84.2	370	60.0	25	64.0	18	88.9	643	83.5
Wayne Academy**	11	42.1	9.1	0	*	0	*	8	12.5	1	*	1	*	1	*

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 53f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	78,992	55.1	67.3	1,180	41.9	1,753	68.3	22,070	45.9	1,953	53.3	627	70.5	51,362	77.6
Central Region	23,731	55.6	69.4	100	60.0	669	77.3	7,233	45.2	628	53.2	247	69.2	14,825	81.6
Alamance-Burlington	1,544	53.3	59.9	12	83.3	23	87.0	391	34.3	47	31.9	6	66.7	1,065	69.7
Lakeside School**	4	*	*	0	*	0	*	0	*	0	*	0	*	3	*
River Mill Charter**	25	53.5	52.0	0	*	0	*	1	*	0	*	1	*	21	52.2
Caswell	242	53.1	59.1	2	*	0	*	102	38.2	1	*	1	*	136	73.5
Chatham	532	53.6	60.7	0	*	4	*	124	37.1	30	43.3	6	66.7	368	69.6
Woods Charter**	23	57.1	73.9	0	*	0	*	2	*	1	*	1	*	19	73.7
Durham	2,110	52.9	57.6	4	*	43	76.7	1,080	39.4	51	45.1	48	81.3	882	78.3
Carter Community**	6	47.7	16.7	0	*	0	*	3	*	0	*	1	*	2	*
Omuteko Gwamaziima**	3	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Franklin	413	53.7	61.5	3	*	0	*	160	43.1	8	50.0	3	*	239	74.9
Granville	203	58.4	89.2	0	*	1	*	48	85.4	1	*	0	*	153	91.5
Guilford	3,922	56.4	72.8	19	73.7	184	60.3	1,224	53.6	73	67.1	49	59.2	2,371	84.2
Harnett	762	55.5	69.7	12	25.0	2	*	209	55.5	32	65.6	17	76.5	490	76.7
Johnston	703	59.5	85.3	1	*	1	*	111	61.3	21	76.2	3	*	566	90.3
Lee	622	54.6	63.7	2	*	9	77.8	161	44.1	72	44.4	4	*	374	75.4
Provisions Academy**	16	46.1	18.8	0	*	0	*	3	*	0	*	1	*	11	27.3
Nash-Rocky Mount	1,269	52.1	51.7	4	*	16	68.8	646	36.5	39	41.0	9	55.6	555	69.5
Orange	456	55.6	70.6	2	*	4	*	102	40.2	6	66.7	5	40.0	337	80.4
Chapel Hill-Carrboro City	656	61.1	89.8	0	*	47	93.6	64	59.4	19	52.6	4	*	521	94.4
New Century**	1	*	*	0	*	0	*	0	*	0	*	0	*	0	*
Person	392	53.6	64.0	4	*	1	*	122	46.7	3	*	1	*	261	72.0
Randolph	511	58.0	83.8	2	*	5	80.0	11	63.6	13	46.2	2	*	478	85.4
Asheboro City	284	53.4	59.2	1	*	9	55.6	44	31.8	19	26.3	0	*	211	68.2
Rockingham	593	55.4	69.6	1	*	2	*	98	52.0	13	38.5	4	*	475	74.5

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Data received from LEAs after October 24, 2000 are not included in this table

Table 53f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Economic, Legal, and Political Systems
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	78,992	55.1	67.3	1,180	41.9	1,753	68.3	22,070	45.9	1,953	53.3	627	70.5	51,362	77.6
Vance	497	51.1	47.9	2	*	3	*	316	38.0	8	50.0	3	*	165	65.5
Wake	6,742	57.6	78.4	13	76.9	309	85.1	1,585	50.1	150	64.0	72	73.6	4,592	88.3
J H Baker Jr High**	10	45.8	40.0	0	*	0	*	6	33.3	0	*	2	*	2	*
East Wake Academy**	14	50.4	42.9	0	*	0	*	1	*	0	*	0	*	13	46.2
Quest Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Raleigh Charter High**	15	63.7	93.3	0	*	0	*	0	*	0	*	1	*	14	92.9
Warren	296	48.0	33.4	15	26.7	0	*	204	27.0	1	*	0	*	76	51.3
Wilson	862	53.8	60.7	1	*	6	83.3	412	45.4	20	50.0	3	*	420	76.2

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 54a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**93,434**	**55.4**	**68.4**	**1,371**	**48.3**	**1,672**	**71.7**	**26,873**	**49.3**	**2,347**	**51.7**	**714**	**72.7**	**60,426**	**77.8**
Western Region	**7,236**	**56.6**	**75.0**	**76**	**67.1**	**53**	**67.9**	**447**	**48.1**	**113**	**58.4**	**47**	**74.5**	**6,499**	**77.3**
Buncombe	1,860	57.2	77.5	9	77.8	16	81.3	86	53.5	28	60.7	10	80.0	1,711	78.9
Asheville City	360	55.9	69.4	0	*	3	*	132	41.7	9	66.7	4	*	212	87.3
Cherokee	271	57.6	80.4	5	100.0	1	*	7	71.4	4	*	2	*	252	80.2
Clay	108	58.4	81.5	0	*	0	*	0	*	0	*	2	*	106	81.1
Graham	90	57.6	86.7	4	*	0	*	0	*	0	*	0	*	86	88.4
Haywood	575	56.5	75.5	2	*	0	*	11	63.6	6	83.3	3	*	551	75.8
Henderson	943	56.0	72.5	1	*	11	54.5	53	39.6	39	48.7	12	58.3	826	76.2
Jackson	294	56.9	76.9	26	46.2	0	*	4	*	2	*	1	*	261	79.3
Macon	339	56.2	71.7	1	*	2	*	3	*	2	*	2	*	329	71.4
Madison	200	53.5	59.5	1	*	0	*	0	*	0	*	0	*	199	59.3
McDowell	466	55.9	72.7	0	*	15	60.0	20	55.0	2	*	1	*	428	73.8
Mitchell	201	56.2	78.1	0	*	0	*	1	*	3	*	0	*	197	78.7
Polk	170	56.8	74.7	1	*	0	*	10	40.0	3	*	3	*	153	77.8
Rutherford	684	55.1	69.9	0	*	4	*	90	47.8	9	44.4	2	*	579	73.7
Thomas Jefferson**	15	61.3	93.3	0	*	0	*	1	*	0	*	1	*	13	100.0
Swain	120	57.4	81.7	26	80.8	1	*	0	*	1	*	1	*	91	81.3
Transylvania	354	57.8	79.9	0	*	0	*	25	56.0	3	*	3	*	323	82.4
Yancey	186	57.9	80.1	0	*	0	*	4	*	2	*	0	*	180	80.6

Notes *Data are not reported where number tested is fewer than five
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Table 54h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**93,434**	**55.4**	**68.4**	**1,371**	**48.3**	**1,672**	**71.7**	**26,873**	**49.3**	**2,347**	**51.7**	**714**	**72.7**	**60,426**	**77.8**
Northwest Region	**14,729**	**55.6**	**69.2**	**23**	**56.5**	**334**	**60.8**	**2,120**	**47.7**	**344**	**45.6**	**98**	**61.2**	**11,807**	**74.0**
Alexander	377	55.3	69.0	0	*	15	60.0	16	43.8	4	*	0	*	342	71.1
Alleghany	125	54.7	71.2	0	*	0	*	0	*	5	100.0	0	*	120	70.0
Ashe	279	54.2	60.6	1	*	1	*	2	*	5	40.0	0	*	270	61.5
Avery	175	55.7	72.0	0	*	0	*	1	*	0	*	0	*	174	71.8
Grandfather Academy**	4	*	*	0	*	0	*	1	*	0	*	0	*	3	*
Crossnore Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Burke	1,035	56.7	76.7	2	*	90	61.1	64	54.7	30	50.0	7	71.4	842	81.0
Caldwell	882	55.2	68.1	1	*	10	60.0	66	40.9	11	54.5	4	*	790	70.9
Catawba	1,284	55.5	69.8	2	*	83	62.7	90	46.7	35	42.9	8	37.5	1,065	73.5
Hickory City	309	55.9	66.7	1	*	18	22.2	80	47.5	11	18.2	6	66.7	193	81.9
Newton Conover City	233	54.3	63.1	0	*	18	38.9	38	28.9	17	35.3	0	*	160	76.9
Davidson	1,552	55.7	69.6	7	71.4	15	93.3	38	50.0	6	66.7	5	80.0	1,481	69.8
Lexington City	223	53.4	55.6	0	*	13	53.8	119	41.2	9	22.2	3	*	79	79.7
Thomasville City	172	52.1	51.2	1	*	3	*	95	42.1	9	44.4	1	*	63	65.1
Davie	434	56.5	73.0	1	*	0	*	46	37.0	6	50.0	3	*	378	78.0
Winston-Salem/Forsyth	3,042	56.5	71.1	5	60.0	25	84.0	1,032	50.8	65	58.5	42	64.3	1,873	82.7
Lift Academy**	12	43.6	8.3	0	*	0	*	12	8.3	0	*	0	*	0	*
C.G. Woodson**	3	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Iredell-Statesville	1,226	55.1	68.7	0	*	23	60.9	229	48.9	20	50.0	6	66.7	947	74.0
Mooresville City	321	56.2	74.1	0	*	3	*	53	43.4	3	*	1	*	261	80.8
Stokes	560	53.1	59.3	0	*	1	*	20	50.0	13	38.5	2	*	524	60.1
Surry	575	55.3	69.2	1	*	4	*	23	52.2	43	39.5	3	*	501	72.9
Elkin City	62	59.3	77.4	0	*	0	*	3	*	1	*	0	*	58	81.0
Mount Airy City	178	56.6	71.9	0	*	6	50.0	22	36.4	6	50.0	2	*	142	80.3

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 54h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	93,434	55.4	68.4	1,371	48.3	1,672	71.7	26,873	49.3	2,347	51.7	714	72.7	60,426	77.8
Watauga	404	57.9	77.0	0	*	2	*	3	*	2	*	1	*	395	77.2
Wilkes	813	55.2	67.3	0	*	4	*	48	43.8	19	47.4	0	*	742	69.5
Yadkin	446	53.9	63.0	1	*	0	*	16	62.5	24	33.3	4	*	401	61.8

Notes - * Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 54c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**93,434**	**55.4**	**68.4**	**1,371**	**48.3**	**1,672**	**71.7**	**26,873**	**49.3**	**2,347**	**51.7**	**714**	**72.7**	**60,426**	**77.8**
Southwest Region	**19,603**	**55.4**	**67.9**	**154**	**49.4**	**468**	**71.8**	**5,676**	**47.4**	**560**	**50.7**	**86**	**73.3**	**12,653**	**77.9**
Anson	335	52.1	53.7	0	*	3	*	202	40.6	1	*	0	*	129	72.9
Cabarrus	1,442	57.0	75.6	4	*	10	80.0	175	52.6	29	44.8	6	83.3	1,218	79.5
Kannapolis City	281	52.7	55.9	0	*	7	42.9	93	40.9	13	38.5	3	*	165	66.7
Cleveland	583	55.7	71.2	0	*	1	*	132	51.5	4	*	1	*	445	76.9
Kings Mountain City	331	55.0	70.4	1	*	10	90.0	80	56.3	6	33.3	2	*	232	75.0
Shelby City	189	57.8	72.0	0	*	1	*	72	48.6	1	*	0	*	115	87.0
Gaston	2,253	55.4	68.4	3	*	31	80.6	396	52.8	48	50.0	10	90.0	1,764	72.1
Hoke	442	52.3	52.7	52	36.5	8	62.5	216	46.8	18	61.1	7	71.4	141	65.2
Lincoln	812	54.2	62.7	2	*	4	*	82	41.5	32	46.9	6	66.7	685	65.7
Charlotte/Mecklenburg	6,896	55.6	67.5	29	58.6	303	71.0	2,782	46.4	256	49.2	25	64.0	3,501	85.3
Kennedy Charter**	13	38.8	7.7	0	*	0	*	9	0.0	0	*	1	*	3	*
Montgomery	364	52.6	53.8	0	*	18	72.2	111	33.3	23	43.5	0	*	212	64.2
Moore	759	56.5	74.3	4	*	4	*	178	59.6	23	52.2	5	60.0	545	80.2
Richmond	623	54.9	68.2	1	*	6	83.3	247	55.1	8	50.0	3	*	357	77.6
Rowan-Salisbury	1,405	54.9	67.1	7	71.4	21	57.1	281	45.2	39	51.3	8	87.5	1,048	73.7
Scotland	474	53.4	61.8	43	53.5	4	*	218	49.1	3	*	2	*	204	76.0
Laurinburg Homework**	25	48.2	24.0	3	*	0	*	13	15.4	0	*	0	*	9	44.4
Stanly	779	56.3	73.2	2	*	25	60.0	110	51.8	7	85.7	4	*	631	77.5
Union	1,597	56.4	73.1	3	*	12	83.3	279	44.1	49	57.1	3	*	1,249	80.1

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 54d. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**93,434**	**55.4**	**68.4**	**1,371**	**48.3**	**1,672**	**71.7**	**26,873**	**49.3**	**2,347**	**51.7**	**714**	**72.7**	**60,426**	**77.8**
Northeast Region	**6,812**	**53.4**	**59.4**	**34**	**61.8**	**34**	**79.4**	**3,491**	**44.4**	**60**	**55.0**	**28**	**57.1**	**3,162**	**75.8**
Beaufort	588	53.4	61.1	0	*	2	*	249	43.8	4	*	2	*	331	74.3
Bertie	276	51.1	50.4	0	*	0	*	224	44.6	0	*	1	*	51	74.5
Camden	98	57.6	80.6	0	*	0	*	16	75.0	2	*	0	*	80	81.3
Edenton/Chowan	219	54.1	60.3	1	*	0	*	98	45.9	0	*	2	*	118	72.0
Currituck	261	55.7	70.5	3	*	1	*	25	72.0	4	*	2	*	226	69.5
Dare	376	55.8	73.4	1	*	1	*	14	64.3	8	50.0	4	*	348	74.1
Edgecombe	576	54.5	63.4	0	*	1	*	333	54.7	14	35.7	0	*	228	78.1
Gates	177	53.4	59.9	0	*	2	*	86	46.5	0	*	1	*	88	72.7
Halifax	526	48.1	33.5	24	54.2	0	*	477	31.7	1	*	1	*	21	42.9
Roanoke Rapids City	227	55.9	67.8	2	*	5	80.0	47	51.1	0	*	1	*	172	72.1
Weldon City	68	49.5	38.2	0	*	1	*	64	37.5	0	*	0	*	3	*
Hertford	379	49.6	38.5	1	*	0	*	284	27.1	2	*	2	*	90	72.2
Hyde	49	51.7	49.0	0	*	0	*	24	33.3	0	*	0	*	25	64.0
Martin	396	52.9	56.3	1	*	0	*	218	47.2	7	57.1	1	*	169	68.0
Northampton	275	52.4	53.1	1	*	0	*	212	49.1	0	*	1	*	61	68.9
Elizabeth City/Pasquotank	454	54.3	66.7	0	*	3	*	212	57.1	3	*	3	*	233	74.7
Perquimans	156	53.6	62.8	0	*	0	*	67	46.3	1	*	0	*	88	75.0
Pitt	1,406	55.8	70.2	0	*	17	76.5	636	52.0	11	45.5	5	80.0	736	86.0
Right Step**	38	43.1	7.9	0	*	0	*	35	5.7	0	*	1	*	2	*
Tyrrell	71	52.2	54.9	0	*	0	*	30	46.7	2	*	0	*	39	61.5
Washington	196	50.2	40.8	0	*	1	*	140	31.4	1	*	1	*	53	66.0

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 54e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**93,434**	**55.4**	**68.4**	**1,371**	**48.3**	**1,672**	**71.7**	**26,873**	**49.3**	**2,347**	**51.7**	**714**	**72.7**	**60,426**	**77.8**
Southeast Region	**17,557**	**54.6**	**65.5**	**964**	**44.4**	**182**	**73.6**	**6,421**	**52.6**	**508**	**60.4**	**201**	**78.1**	**9,279**	**76.5**
Bladen	395	52.7	58.2	1	*	0	*	184	44.0	3	*	1	*	206	70.9
Brunswick	792	54.7	65.9	8	75.0	2	*	190	53.2	6	66.7	4	*	582	69.8
Carteret	659	56.0	70.7	2	*	2	*	57	38.6	8	75.0	3	*	587	73.9
Cape Lookout Marine**	30	49.6	36.7	1	*	1	*	2	*	1	*	0	*	25	32.0
Columbus	586	53.2	58.5	36	41.7	0	*	273	47.3	5	0.0	0	*	272	73.2
Whiteville City	219	56.5	75.3	3	*	0	*	82	65.9	1	*	0	*	133	81.2
Craven	1,043	56.4	74.7	3	*	12	83.3	352	58.8	19	73.7	11	90.9	646	83.0
Cumberland	3,952	54.5	66.6	73	50.7	77	76.6	1,859	57.0	200	67.5	65	72.3	1,676	77.2
Oma's Inc **	26	48.0	34.6	0	*	1	*	11	27.3	1	*	3	*	10	40.0
Duplin	653	53.4	61.4	0	*	0	*	254	45.7	53	43.4	1	*	345	75.7
Greene	236	54.3	64.4	0	*	1	*	131	51.9	12	50.0	1	*	91	84.6
Jones	114	50.4	52.6	0	*	0	*	71	50.7	0	*	1	*	42	54.8
Lenoir	814	55.3	68.4	0	*	2	*	409	60.9	11	54.5	3	*	389	76.9
New Hanover	1,679	56.7	72.4	9	44.4	22	72.7	436	45.4	9	55.6	21	85.7	1,182	82.5
Onslow	1,711	55.7	70.8	21	52.4	34	67.6	420	59.5	67	59.7	61	80.3	1,108	75.6
Pamlico	158	57.1	76.6	2	*	0	*	52	63.5	1	*	0	*	103	82.5
Pender	469	56.2	74.8	1	*	0	*	149	57.7	9	44.4	1	*	309	84.1
Robeson	1,785	50.3	45.5	785	43.1	8	50.0	574	39.2	27	55.6	5	40.0	386	59.1
Sampson	543	54.3	65.7	7	71.4	1	*	174	48.9	29	62.1	3	*	329	74.8
Clinton City	186	55.0	65.6	6	33.3	1	*	93	51.6	7	42.9	0	*	79	86.1
Wayne	1,500	54.7	65.5	6	66.7	18	77.8	644	50.2	38	60.5	16	93.8	778	77.5
Wayne Academy**	7	45.6	28.6	0	*	0	*	4	*	1	*	1	*	1	*

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Data received from LEAs after October 24, 2000 are not included in this table

Table 54f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**93,434**	**55.4**	**68.4**	**1,371**	**48.3**	**1,672**	**71.7**	**26,873**	**49.3**	**2,347**	**51.7**	**714**	**72.7**	**60,426**	**77.8**
Central Region	**27,497**	**56.1**	**70.6**	**120**	**60.8**	**601**	**77.0**	**8,718**	**50.5**	**762**	**48.2**	**254**	**74.0**	**17,026**	**81.8**
Alamance-Burlington	1,594	54 7	65 5	9	77 8	19	73 7	423	47 8	60	31 7	9	44 4	1,074	71 3
Lakeside School**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
River Mill Charter**	25	52 6	44 0	0	*	0	*	1	*	0	*	0	*	24	45 8
Caswell	283	54 7	61 1	0	*	0	*	131	52 7	2	*	0	*	150	68 7
Chatham	531	55 4	67 0	0	*	4	*	131	42 7	32	43 8	6	66 7	358	77 7
Woods Charter**	22	58 9	77 3	0	*	0	*	2	*	0	*	1	*	19	78 9
Durham	2,028	55 5	67 0	5	40 0	35	88 6	1,039	51 6	45	48 9	48	79 2	855	85 1
Carter Community**	6	48 0	16 7	0	*	0	*	3	*	0	*	1	*	2	*
Kestrel Heights**	22	52 1	54 5	0	*	0	*	11	36 4	0	*	0	*	10	80 0
Omuteko Gwamazima**	3	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Franklin	557	53 2	60 7	2	*	3	*	229	41 0	9	33 3	5	60 0	309	76 1
Granville	556	55 4	68 9	1	*	3	*	210	57 6	10	20 0	4	*	327	77 4
Guilford	4,569	55 9	69 4	33	57 6	195	55 9	1,635	49 2	80	56 3	52	75 0	2,564	83 8
Harnett	1,234	55 4	67 8	15	53 3	5	100 0	360	53 9	56	53 6	13	76 9	785	75 2
Johnston	1,303	57 3	76 8	1	*	5	100 0	264	58 7	60	43 3	4	*	968	83 7
Lee	610	55 2	67 7	3	*	6	83 3	161	48 4	69	50 7	4	*	367	79 0
Provisions Academy**	16	49 6	43 8	0	*	0	*	3	*	0	*	1	*	11	45 5
Nash-Rocky Mount	1,286	53 7	60 8	5	80 0	13	84 6	669	49 3	32	56 3	8	75 0	558	73 8
Orange	452	56 8	72 3	2	*	2	*	103	42 7	10	40 0	4	*	331	82 2
Chapel Hill-Carrboro City	680	63 5	92 2	0	*	41	100 0	81	63 0	15	66 7	5	80 0	538	96 8
New Century**	18	53 4	55 6	0	*	0	*	0	*	0	*	2	*	15	53 3
Person	401	57 2	79 6	0	*	0	*	120	65 8	3	*	2	*	276	86 2
Randolph	1,243	54 4	63 6	6	33 3	3	*	68	30 9	45	37 8	6	66 7	1,115	66 7
Asheboro City	273	57 1	75 8	1	*	6	50 0	41	58 5	24	33 3	0	*	201	85 6

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** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 54f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
English I
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**93,434**	**55.4**	**68.4**	**1,371**	**48.3**	**1,672**	**71.7**	**26,873**	**49.3**	**2,347**	**51.7**	**714**	**72.7**	**60,426**	**77.8**
Rockingham	1,134	55.3	69.9	5	80.0	6	83.3	247	57.1	22	50.0	6	66.7	848	74.1
Vance	560	51.9	51.1	2	*	3	*	368	40.8	8	37.5	3	*	176	71.6
Wake	6,809	58.0	78.6	15	93.3	246	86.6	1,755	52.3	158	55.7	63	73.0	4,563	89.1
J H Baker Jr High**	11	47.5	27.3	0	*	0	*	8	25.0	0	*	1	*	2	*
East Wake Academy**	14	51.8	50.0	0	*	0	*	1	*	0	*	0	*	13	46.2
Quest Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Raleigh Charter High**	109	63.4	94.5	0	*	1	*	11	72.7	0	*	2	*	95	96.8
Warren	282	51.7	50.0	14	42.9	0	*	194	45.9	1	*	0	*	73	61.6
Wilson	870	54.2	63.7	1	*	5	80.0	446	50.2	21	42.9	4	*	393	80.2

Notes: *Data are not reported where number tested is fewer than five.
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Table 55 a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**64,572**	**59.1**	**60.0**	**742**	**37.6**	**1,614**	**68.4**	**16,333**	**32.4**	**1,223**	**51.9**	**438**	**57.1**	**44,180**	**70.6**
Western Region	**4,712**	**61.7**	**71.6**	**43**	**53.5**	**43**	**65.1**	**283**	**36.0**	**52**	**59.6**	**16**	**50.0**	**4,275**	**74.5**
Buncombe	1,239	62.7	76.9	4	*	14	78.6	59	42.4	12	58.3	6	50.0	1,144	78.1
Asheville City	283	58.9	62.2	0	*	3	*	81	24.7	5	20.0	2	*	192	78.1
Cherokee	196	62.9	77.6	3	*	0	*	4	*	2	*	2	*	185	79.5
Clay	80	63.0	75.0	0	*	0	*	0	*	0	*	0	*	80	75.0
Graham	38	62.4	76.3	4	*	0	*	0	*	0	*	0	*	34	79.4
Haywood	397	63.1	76.1	1	*	1	*	9	77.8	4	*	1	*	381	76.4
Henderson	587	63.0	76.5	0	*	9	55.6	19	47.4	14	71.4	1	*	544	77.9
Jackson	206	60.4	61.7	12	33.3	2	*	3	*	0	*	2	*	187	64.7
Macon	242	59.9	61.6	1	*	2	*	6	50.0	1	*	0	*	232	62.5
Madison	86	59.7	59.3	0	*	0	*	0	*	0	*	0	*	86	59.3
McDowell	219	61.4	70.8	0	*	11	45.5	10	30.0	2	*	0	*	196	74.0
Mitchell	167	57.9	58.7	0	*	0	*	0	*	2	*	0	*	165	58.2
Polk	126	58.6	58.7	1	*	0	*	9	22.2	0	*	1	*	115	61.7
Rutherford	414	59.7	64.0	0	*	1	*	61	32.8	6	50.0	0	*	346	69.7
Swain	87	59.3	66.7	17	58.8	0	*	0	*	1	*	1	*	68	69.1
Transylvania	251	64.4	82.9	0	*	0	*	21	57.1	0	*	0	*	230	85.2
Yancey	94	64.8	86.2	0	*	0	*	1	*	3	*	0	*	90	87.8

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
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Data received from LEAs after October 24, 2000 are not included in this table.

Table 55 b. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**64,572**	**59.1**	**60.0**	**742**	**37.6**	**1,614**	**68.4**	**16,333**	**32.4**	**1,223**	**51.9**	**438**	**57.1**	**44,180**	**70.6**
Northwest Region	**9,394**	**60.8**	**67.1**	**13**	**53.8**	**252**	**60.3**	**1,208**	**38.9**	**139**	**59.0**	**44**	**65.0**	**7,737**	**71.9**
Alexander	208	61.4	68.3	0	*	6	50.0	9	33.3	0	*	0	*	193	70.5
Alleghany	94	60.1	66.0	0	*	0	*	2	*	3	*	0	*	89	66.3
Ashe	117	58.9	61.5	0	*	0	*	0	*	0	*	0	*	117	61.5
Avery	130	57.6	56.2	0	*	0	*	1	*	0	*	0	*	129	55.8
Grandfather Academy**	3	*	*	0	*	0	*	1	*	0	*	0	*	2	*
Crossnore Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Burke	612	62.2	75.8	0	*	64	51.6	34	64.7	7	57.1	1	*	506	79.8
Caldwell	548	58.8	62.0	1	*	5	80.0	29	44.8	4	*	1	*	508	63.2
Catawba	769	63.2	77.0	1	*	40	60.0	35	45.7	12	66.7	6	83.0	675	79.7
Hickory City	267	60.0	59.2	0	*	29	58.6	61	29.5	3	*	1	*	173	70.5
Newton Conover City	140	63.5	79.3	0	*	19	73.7	20	50.0	3	*	0	*	98	86.7
Davidson	1,087	60.0	64.7	4	*	10	50.0	31	45.2	9	66.7	2	*	1,031	65.5
Lexington City	136	55.5	42.6	0	*	11	45.5	54	20.4	5	40.0	2	*	64	60.9
Thomasville City	107	58.9	62.6	0	*	4	*	63	47.6	3	*	2	*	35	82.9
Davie	289	58.5	53.3	0	*	1	*	27	29.6	6	16.7	0	*	255	56.9
Winston-Salem/Forsyth	2,237	60.1	62.7	5	40.0	24	66.7	640	37.2	41	61.0	19	63.0	1,508	73.5
Lift Academy**	2	*	*	0	*	0	*	2	*	0	*	0	*	0	*
Iredell-Statesville	701	63.9	79.0	1	*	28	78.6	90	57.8	10	80.0	3	*	568	82.2
Mooresville City	213	62.5	71.8	0	*	2	*	17	29.4	2	*	0	*	192	76.0
Stokes	279	62.0	77.1	0	*	1	*	11	36.4	4	*	3	*	260	79.2
Surry	219	60.8	68.0	0	*	0	*	14	64.3	9	66.7	1	*	195	68.2
Elkin City	61	61.5	68.9	0	*	0	*	6	0.0	0	*	0	*	55	76.4
Mount Airy City	99	57.9	53.5	0	*	4	*	18	16.7	2	*	0	*	75	62.7
Watauga	328	63.1	79.6	0	*	0	*	0	*	0	*	2	*	326	79.8

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
**Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 55 b. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	64,572	59.1	60.0	742	37.6	1,614	68.4	16,333	32.4	1,223	51.9	438	57.1	44,180	70.6
Wilkes	473	60.7	68.1	0	*	3	*	28	35.7	3	*	1	*	438	70.5
Yadkin	272	58.5	58.5	1	*	1	*	15	13.3	13	46.2	0	*	242	61.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 55 c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**64,572**	**59.1**	**60.0**	**742**	**37.6**	**1,614**	**68.4**	**16,333**	**32.4**	**1,223**	**51.9**	**438**	**57.1**	**44,180**	**70.6**
Southwest Region	**14,551**	**58.3**	**56.5**	**104**	**40.4**	**519**	**61.1**	**3,804**	**29.9**	**293**	**49.1**	**53**	**45.0**	**9,777**	**67.1**
Anson	158	54.6	38.6	0	*	1	*	88	23.9	1	*	1	*	67	56.7
Cabarrus	1,124	62.5	73.8	4	*	14	78.6	106	38.7	10	60.0	1	*	989	77.7
Kannapolis City	234	56.6	52.1	0	*	7	57.1	76	34.2	9	33.3	2	*	140	62.9
Cleveland	461	58.6	55.5	0	*	1	*	93	32.3	2	*	0	*	365	61.4
Kings Mountain City	247	57.5	57.1	1	*	11	54.5	57	31.6	1	*	1	*	176	65.9
Shelby City	128	62.3	72.7	0	*	1	*	38	47.4	0	*	1	*	88	83.0
Gaston	1,499	58.4	57.2	4	*	28	71.4	271	34.7	20	55.0	5	20.0	1,171	62.3
Hoke	440	51.0	26.1	44	15.9	7	28.6	245	17.6	14	42.9	4	*	126	43.7
Lincoln	570	57.5	53.0	1	*	9	44.4	52	36.5	18	55.6	3	*	487	54.8
Charlotte/Mecklenburg	5,856	57.5	52.6	19	47.4	367	59.9	1,970	27.7	146	47.9	20	55.0	3,334	66.6
Lake Norman**	5	68.2	100.0	0	*	0	*	0	*	0	*	0	*	4	*
Montgomery	263	55.8	44.9	0	*	18	44.4	51	21.6	15	53.3	2	*	177	51.4
Moore	513	60.2	67.3	4	*	4	*	87	36.8	6	33.3	4	*	408	74.3
Richmond	418	53.2	35.4	4	*	4	*	172	16.3	9	11.1	0	*	229	50.7
Rowan-Salisbury	809	59.2	61.9	0	*	14	64.3	151	31.8	21	52.4	5	40.0	618	69.7
Scotland	284	61.5	73.6	18	88.9	4	*	128	63.3	1	*	0	*	133	80.5
Laurinburg**	4	*	*	0	*	0	*	3	*	0	*	0	*	1	*
Stanly	492	61.6	70.3	3	*	20	70.0	58	44.8	2	*	2	*	407	74.0
Union	1,046	60.7	66.6	2	*	9	66.7	158	34.8	18	55.6	2	*	857	73.0

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 55 d. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**64,572**	**59.1**	**60.0**	**742**	**37.6**	**1,614**	**68.4**	**16,333**	**32.4**	**1,223**	**51.9**	**438**	**57.1**	**44,180**	**70.6**
Northeast Region	**4,510**	**56.7**	**49.9**	**27**	**29.6**	**37**	**83.8**	**2,169**	**26.6**	**40**	**42.5**	**21**	**57.0**	**2,216**	**72.4**
Beaufort	354	57.5	56.2	0	*	2	*	118	33.1	4	*	1	*	229	68.1
Bertie	232	51.9	25.4	0	*	0	*	194	21.6	0	*	0	*	38	44.7
Camden	80	59.9	65.0	0	*	0	*	19	47.4	0	*	0	*	61	70.5
Edenton/Chowan	138	62.9	82.6	0	*	0	*	50	72.0	1	*	2	*	85	88.2
Currituck	152	65.8	86.8	2	*	1	*	14	64.3	1	*	1	*	133	88.7
Dare	260	62.5	74.6	1	*	1	*	13	53.8	4	*	3	*	238	76.9
Edgecombe	371	57.0	51.2	0	*	2	*	202	36.6	6	83.3	1	*	160	67.5
Gates	105	61.6	78.1	0	*	1	*	46	60.9	0	*	1	*	57	91.2
Halifax	380	47.1	7.6	21	14.3	0	*	343	7.6	2	*	2	*	12	0.0
Roanoke Rapids City	186	62.6	74.7	2	*	5	100.0	31	61.3	4	*	0	*	144	77.1
Weldon City	62	50.8	24.2	0	*	1	*	60	23.3	0	*	0	*	1	*
Hertford	250	49.1	15.6	1	*	0	*	188	7.4	0	*	4	*	57	40.4
Hyde	29	53.5	31.0	0	*	0	*	14	14.3	0	*	0	*	15	46.7
Martin	242	57.0	52.1	0	*	1	*	132	28.8	1	*	0	*	108	79.6
Northampton	173	50.5	22.5	0	*	0	*	137	17.5	0	*	0	*	36	41.7
Elizabeth City/Pasquotank	336	54.1	40.8	0	*	4	*	162	19.1	4	*	1	*	165	62.4
Perquimans	113	60.5	72.6	0	*	0	*	33	57.6	2	*	0	*	78	79.5
Pitt	840	60.6	65.6	0	*	16	87.5	282	43.6	10	40.0	4	*	528	77.3
Right Step**	22	44.6	0.0	0	*	0	*	22	0.0	0	*	0	*	0	*
Tyrrell	46	55.6	45.7	0	*	2	*	22	27.3	0	*	0	*	22	68.2
Washington	139	52.5	28.8	0	*	1	*	87	19.5	1	*	1	*	49	44.9

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** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 55 e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**64,572**	**59.1**	**60.0**	**742**	**37.6**	**1,614**	**68.4**	**16,333**	**32.4**	**1,223**	**51.9**	**438**	**57.1**	**44,180**	**70.6**
Southeast Region	**12,116**	**57.0**	**50.7**	**497**	**33.0**	**196**	**66.3**	**4,032**	**30.3**	**343**	**47.8**	**132**	**54.0**	**6,903**	**63.5**
Bladen	273	54.5	41.0	1	*	0	*	134	26.9	2	*	1	*	135	53.3
Brunswick	509	57.3	50.7	4	*	0	*	115	21.7	6	66.7	1	*	383	58.5
Carteret	527	60.6	67.9	1	*	8	62.5	58	44.8	3	*	7	57.0	450	71.1
Cape Lookout Marine**	4	*	*	0	*	0	*	1	*	0	*	1	*	2	*
Columbus	407	54.8	39.6	23	26.1	1	*	169	20.1	2	*	2	*	210	56.2
Whiteville City	141	57.0	48.2	1	*	0	*	55	16.4	1	*	0	*	84	67.9
Craven	776	58.3	58.2	2	*	12	66.7	225	38.7	10	70.0	4	*	523	66.2
Cumberland	2,948	54.2	39.0	52	36.5	94	59.6	1,276	23.2	181	37.6	55	38.0	1,283	53.7
Duplin	467	55.9	47.8	1	*	0	*	167	30.5	21	61.9	0	*	278	57.2
Greene	119	54.3	37.0	0	*	0	*	57	22.8	3	*	0	*	59	50.8
Jones	75	53.5	37.3	0	*	0	*	44	29.5	0	*	0	*	31	48.4
Lenoir	492	60.3	65.2	1	*	2	*	253	53.8	8	50.0	0	*	228	78.9
New Hanover	1,402	60.1	62.1	4	*	22	81.8	262	29.8	20	55.0	11	63.0	1,083	69.4
Onslow	1,185	60.1	64.5	11	63.6	30	76.7	262	48.1	44	68.2	31	61.0	804	69.4
Pamlico	99	62.4	77.8	2	*	0	*	26	53.8	1	*	1	*	69	85.5
Pender	266	57.9	58.6	0	*	0	*	76	36.8	3	*	1	*	186	67.7
Robeson	928	52.8	31.9	386	29.5	5	60.0	290	20.3	7	28.6	1	*	238	49.2
Sampson	335	58.5	58.2	3	*	0	*	122	36.9	8	75.0	0	*	202	69.8
Clinton City	145	57.1	51.0	4	*	2	*	58	34.5	4	*	3	*	74	68.9
Wayne	1,018	57.1	52.0	1	*	20	80.0	382	33.2	19	52.6	13	69.0	581	62.8

Notes: *Data are not reported where number tested is fewer than five.
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** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
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Table 55 f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs

Geometry

Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**64,572**	**59.1**	**60.0**	**742**	**37.6**	**1,614**	**68.4**	**16,333**	**32.4**	**1,223**	**51.9**	**438**	**57.1**	**44,180**	**70.6**
Central Region	**19,289**	**60.3**	**64.6**	**58**	**60.3**	**567**	**78.7**	**4,837**	**37.0**	**356**	**55.3**	**172**	**61.0**	**13,272**	**74.4**
Alamance-Burlington	1,062	58.0	56.1	4	*	23	69.6	220	31.4	28	50.0	11	54.0	776	62.9
Lakeside School**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
River Mill Charter**	10	57.6	40.0	0	*	0	*	0	*	0	*	2	*	8	50.0
Caswell	163	53.6	42.3	0	*	0	*	73	28.8	1	*	0	*	89	53.9
Chatham	323	60.4	66.6	0	*	3	*	74	39.2	9	55.6	0	*	217	75.1
Durham	1,485	58.5	57.0	7	71.4	35	82.9	638	34.2	23	47.8	40	50.0	739	76.0
Kestrel Heights**	9	59.9	66.7	0	*	0	*	1	*	0	*	0	*	7	71.4
Franklin	306	58.2	57.8	2	*	1	*	99	35.4	5	80.0	2	*	197	69.0
Granville	304	61.5	78.3	0	*	6	66.7	87	64.4	2	*	2	*	207	84.5
Guilford	3,488	59.8	61.4	10	70.0	151	64.2	1,053	33.4	54	42.6	37	51.0	2,183	75.3
Harnett	792	58.6	58.1	5	60.0	4	*	195	36.9	24	45.8	8	25.0	556	66.5
Johnston	853	60.9	70.9	1	*	4	*	128	42.2	23	65.2	5	80.0	692	76.4
Lee	447	59.1	59.3	1	*	7	57.1	103	42.7	21	47.6	3	*	312	65.7
Nash-Rocky Mount	875	58.0	55.8	4	*	9	77.8	375	38.1	19	63.2	3	*	464	69.4
Orange	274	61.8	72.6	0	*	3	*	47	42.6	3	*	5	100.0	216	78.7
Chapel Hill-Carrboro City	643	66.8	86.5	0	*	50	98.0	54	42.6	11	72.7	5	100.0	523	90.1
Village Charter**	1	*	*	0	*	0	*	0	*	0	*	1	*	0	*
New Century**	14	54.1	35.7	1	*	0	*	1	*	0	*	0	*	12	33.3
Person	311	59.0	65.6	3	*	1	*	95	38.9	2	*	1	*	209	77.5
Randolph	795	59.3	62.5	2	*	4	*	37	27.0	14	57.1	1	*	737	64.3
Asheboro City	178	62.6	69.1	0	*	4	*	23	43.5	8	50.0	1	*	142	73.2
Rockingham	752	58.3	55.7	3	*	3	*	147	31.3	7	42.9	5	40.0	587	62.4
Vance	368	53.3	37.2	1	*	2	*	190	21.6	8	37.5	2	*	165	53.9
Wake	5,014	63.0	74.8	8	87.5	250	84.8	852	45.4	88	69.3	38	81.0	3,756	81.0

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Data received from LEAs after October 24, 2000 are not included in this table

Table 55 f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Geometry
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	64,572	59.1	60.0	742	37.6	1,614	68.4	16,333	32.4	1,223	51.9	438	57.1	44,180	70.6
Exploris**	10	73.8	100.0	0	*	0	*	0	*	0	*	0	*	10	100.0
J.H. Baker Jr High**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Magellan**	9	80.1	100.0	0	*	0	*	0	*	0	*	0	*	9	100.0
Quest Academy**	5	64.2	80.0	0	*	0	*	0	*	0	*	0	*	5	80.0
Raleigh Charter High**	70	66.1	85.7	0	*	1	*	4	*	0	*	0	*	65	89.2
Warren	137	54.6	42.3	6	16.7	0	*	93	35.5	0	*	0	*	38	63.2
Wilson	589	57.3	54.3	0	*	6	83.3	248	35.9	6	33.3	0	*	329	68.1

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 56 a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,066**	**54.9**	**57.1**	**1,130**	**32.4**	**1,115**	**59.6**	**19,926**	**33.0**	**1,733**	**42.6**	**485**	**61.0**	**42,655**	**69.5**
Western Region	**5,954**	**56.8**	**66.9**	**59**	**52.5**	**39**	**66.7**	**360**	**33.1**	**88**	**55.7**	**34**	**52.9**	**5,374**	**69.6**
Buncombe	1,738	57.1	67.6	9	55.6	10	100.0	85	36.5	25	52.0	10	40.0	1,619	69.5
Asheville City	109	50.6	30.3	0	*	0	*	71	15.5	3	*	1	*	34	58.8
Cherokee	251	61.2	84.5	6	83.3	1	*	6	83.3	4	*	1	*	233	84.5
Clay	120	57.9	75.8	0	*	0	*	0	*	0	*	2	*	118	76.3
Graham	43	57.2	76.7	5	100.0	0	*	0	*	0	*	0	*	38	73.7
Haywood	557	58.8	74.5	2	*	0	*	10	60.0	8	87.5	3	*	534	71.7
Henderson	861	55.7	62.4	1	*	8	37.5	51	27.5	30	40.0	10	70.0	761	63.8
Jackson	316	56.0	63.9	30	36.7	0	*	5	60.0	2	*	1	*	278	66.9
Macon	325	57.0	68.3	1	*	2	*	2	*	2	*	2	*	316	68.7
Madison	140	56.2	62.9	1	*	0	*	1	*	0	*	0	*	138	63.0
McDowell	473	55.9	64.9	0	*	15	53.3	22	45.5	0	*	2	*	434	66.4
Mitchell	15	51.5	26.7	0	*	0	*	0	*	0	*	0	*	15	26.7
Polk	135	52.1	46.7	0	*	0	*	16	12.5	4	*	1	*	114	51.8
Rutherford	469	55.7	62.7	0	*	3	*	75	33.3	5	80.0	1	*	385	68.1
Swain	13	53.6	53.8	4	*	0	*	0	*	0	*	0	*	9	55.6
Transylvania	175	61.5	94.9	0	*	0	*	12	83.3	3	*	0	*	160	96.3
Yancey	194	55.8	62.4	0	*	0	*	4	*	2	*	0	*	188	62.8

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 56 b. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,066**	**54.9**	**57.1**	**1,130**	**32.4**	**1,115**	**59.6**	**19,926**	**33.0**	**1,733**	**42.6**	**485**	**61.0**	**42,655**	**69.5**
Northwest Region	**10,698**	**56.1**	**62.8**	**19**	**42.1**	**264**	**63.3**	**1,436**	**37.0**	**238**	**40.3**	**61**	**55.7**	**8,678**	**67.8**
Alexander	365	56.5	63.8	0	•	17	47.1	17	23.5	4	•	0	•	327	67.3
Alleghany	74	53.8	52.7	0	•	0	•	1	•	2	•	0	•	71	53.5
Ashe	80	59.9	80.0	0	•	0	•	0	•	0	•	0	•	80	80.0
Avery	107	60.1	85.0	0	•	0	•	1	•	0	•	0	•	106	85.8
Grandfather Academy**	3	•	•	0	•	0	•	1	•	0	•	0	•	2	•
Crossnore Academy**	9	47.2	22.2	1	•	0	•	0	•	0	•	0	•	8	25.0
Burke	992	58.0	72.8	3	•	83	67.5	68	44.1	25	52.0	4	•	809	76.5
Caldwell	349	56.9	64.2	0	•	4	•	44	31.8	3	•	3	•	295	69.8
Catawba	865	57.5	69.9	1	•	56	58.9	54	48.1	14	42.9	3	•	737	73.0
Hickory City	285	57.4	65.3	0	•	21	47.6	77	40.3	9	22.2	6	66.7	172	80.8
Newton Conover City	125	58.7	72.0	0	•	9	55.6	15	46.7	2	•	1	•	98	78.6
Davidson	1,273	55.1	58.4	6	33.3	10	70.0	36	47.2	8	62.5	2	•	1,211	58.6
Lexington City	87	56.4	62.1	0	•	7	42.9	43	55.8	2	•	2	•	33	69.7
Thomasville City	78	56.6	57.7	0	•	2	•	40	42.5	2	•	0	•	34	70.6
Davie	426	57.5	68.3	1	•	0	•	45	37.8	6	50.0	3	•	371	72.8
Winston-Salem/Forsyth	1,764	53.5	51.0	4	•	16	75.0	722	32.3	60	38.3	20	65.0	942	65.5
Lift Academy**	4	•	•	0	•	0	•	4	•	0	•	0	•	0	•
Iredell-Statesville	927	56.4	64.8	0	•	20	75.0	139	40.3	14	50.0	3	•	749	69.3
Stokes	604	56.2	60.3	1	•	1	•	27	44.4	14	28.6	2	•	559	61.9
Surry	510	57.0	69.6	1	•	6	50.0	19	42.1	21	52.4	3	•	460	71.5
Elkin City	58	62.0	81.0	0	•	0	•	2	•	1	•	0	•	55	83.6
Mount Airy City	136	55.2	63.2	0	•	7	71.4	22	27.3	4	•	2	•	101	72.3
Watauga	360	58.4	75.0	0	•	2	•	2	•	2	•	2	•	352	75.3
Wilkes	776	55.3	60.4	0	•	3	•	37	48.6	16	31.3	0	•	720	61.7

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 56 b. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	67,066	54.9	57.1	1,130	32.4	1,115	59.6	19,926	33.0	1,733	42.6	485	61.0	42,655	69.5
Yadkin	441	54.3	53.3	1	*	0	*	20	35.0	29	24.1	5	0.0	386	57.3

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 56 c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,066**	**54.9**	**57.1**	**1,130**	**32.4**	**1,115**	**59.6**	**19,926**	**33.0**	**1,733**	**42.6**	**485**	**61.0**	**42,655**	**69.5**
Southwest Region	**14,517**	**55.0**	**56.9**	**102**	**46.1**	**322**	**54.3**	**3,978**	**30.6**	**412**	**34.0**	**76**	**64.5**	**9,623**	**68.9**
Anson	276	55.7	58.0	0	*	3	*	166	47.0	0	*	0	*	105	75.2
Cabarrus	1,312	59.0	74.5	4	*	8	87.5	132	47.0	19	57.9	5	80.0	1,144	78.0
Kannapolis City	172	57.9	69.8	0	*	7	28.6	50	52.0	5	80.0	0	*	110	80.0
Cleveland	601	54.3	53.2	0	*	1	*	140	22.9	4	*	1	*	454	62.6
Kings Mountain City	17	50.9	35.3	0	*	1	*	7	0.0	0	*	0	*	9	55.6
Shelby City	107	53.3	48.6	0	*	1	*	66	34.8	1	*	0	*	39	69.2
Gaston	1,885	56.7	64.5	6	0.0	28	71.4	322	43.5	28	50.0	12	58.3	1,489	69.4
Hoke	69	49.7	39.1	7	0.0	2	*	31	19.4	0	*	1	*	28	64.3
Lincoln	738	54.8	58.4	3	*	5	80.0	58	34.5	25	60.0	5	20.0	642	60.7
Charlotte/Mecklenburg	4,261	52.9	46.9	19	47.4	208	45.2	1,883	25.0	223	23.8	13	46.2	1,915	71.3
Kennedy Charter**	9	38.1	11.1	0	*	0	*	7	0.0	0	*	1	*	1	*
Montgomery	124	52.2	41.1	0	*	1	*	44	18.2	4	*	0	*	75	56.0
Moore	719	53.6	51.5	5	60.0	1	*	204	30.4	27	22.2	7	57.1	475	61.9
Richmond	449	55.0	57.0	1	*	4	*	167	35.9	5	40.0	1	*	271	69.7
Rowan-Salisbury	1,251	54.1	52.3	6	50.0	15	33.3	203	27.1	33	33.3	8	87.5	985	58.2
Scotland	380	54.0	51.8	41	65.9	1	*	189	41.3	2	*	1	*	146	61.0
Laurinburg**	9	46.0	11.1	0	*	0	*	9	11.1	0	*	0	*	0	*
Laurinburg Homework**	25	45.6	8.0	4	*	0	*	13	0.0	0	*	0	*	8	25.0
Stanly	714	56.6	66.0	2	*	24	75.0	97	43.3	6	33.3	2	*	583	69.8
Union	1,399	57.0	68.0	4	*	12	83.3	190	27.9	30	60.0	19	84.2	1,144	74.7

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 56 d. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**67,066**	**54.9**	**57.1**	**1,130**	**32.4**	**1,115**	**59.6**	**19,926**	**33.0**	**1,733**	**42.6**	**485**	**61.0**	**42,655**	**69.5**
Northeast Region	**4,640**	**53.0**	**47.9**	**34**	**32.4**	**22**	**77.3**	**2,465**	**28.4**	**37**	**64.9**	**16**	**50.0**	**2,065**	**70.8**
Beaufort	370	53.1	46.2	0	*	1	*	139	24.5	7	71.4	1	*	222	59.0
Bertie	248	51.5	35.5	0	*	0	*	197	31.0	0	*	0	*	51	52.9
Camden	9	52.9	44.4	0	*	0	*	5	20.0	1	*	0	*	3	*
Edenton/Chowan	244	53.8	52.9	1	*	0	*	111	29.7	1	*	2	*	129	72.9
Currituck	33	59.0	72.7	0	*	0	*	3	*	0	*	0	*	30	80.0
Dare	288	59.1	79.2	0	*	0	*	14	57.1	7	71.4	0	*	267	80.5
Gates	139	57.2	72.7	0	*	1	*	72	61.1	0	*	1	*	65	84.6
Halifax	491	46.4	15.7	30	26.7	0	*	435	14.3	3	*	0	*	23	21.7
Roanoke Rapids City	160	53.4	54.4	1	*	2	*	38	28.9	0	*	0	*	119	61.3
Weldon City	86	48.4	22.1	0	*	0	*	78	20.5	0	*	1	*	7	28.6
Hertford	458	48.5	24.9	1	*	0	*	362	15.7	2	*	3	*	90	60.0
Hyde	45	53.6	53.3	0	*	0	*	27	40.7	0	*	0	*	18	72.2
Martin	179	54.7	57.0	0	*	1	*	99	40.4	1	*	0	*	78	78.2
Northampton	93	49.2	24.7	0	*	0	*	86	24.4	0	*	0	*	7	28.6
Elizabeth City/Pasquotank	405	52.5	46.9	0	*	3	*	188	28.7	1	*	2	*	211	63.0
Perquimans	106	53.2	52.8	0	*	0	*	49	42.9	0	*	0	*	57	61.4
Pitt	1,002	57.5	70.1	1	*	13	69.2	358	51.1	12	66.7	5	80.0	612	81.0
Right Step**	23	48.7	39.1	0	*	0	*	21	33.3	0	*	0	*	2	*
Tyrrell	54	49.8	37.0	0	*	0	*	32	31.3	1	*	0	*	21	47.6
Washington	207	48.7	25.6	0	*	1	*	151	16.6	1	*	1	*	53	50.9

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Table 56 e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	67,066	54.9	57.1	1,130	32.4	1,115	59.6	19,926	33.0	1,733	42.6	485	61.0	42,655	69.5
Southeast Region	12,701	53.9	52.9	818	26.7	138	65.9	4,854	35.4	362	53.3	160	63.8	6,367	69.0
Bladen	305	54.3	56.4	0	*	0	*	136	39.7	2	*	1	*	166	69.9
Brunswick	409	56.7	68.0	5	80.0	2	*	105	50.5	3	*	2	*	292	74.0
Carteret	436	59.6	77.5	5	60.0	0	*	46	52.2	2	*	2	*	381	80.8
Columbus	73	54.1	53.4	1	*	0	*	32	40.6	0	*	0	*	40	65.0
Whiteville City	242	55.5	61.2	3	*	0	*	92	39.1	0	*	0	*	147	74.8
Craven	1,015	56.5	65.8	4	*	11	81.8	327	43.4	19	78.9	13	76.9	641	76.4
Cumberland	3,119	52.3	44.1	63	49.2	58	65.5	1,540	29.5	169	51.5	48	54.2	1,240	59.6
Oma's Inc **	17	47.7	35.3	0	*	1	*	8	25.0	1	*	1	*	6	50.0
Duplin	451	53.7	52.5	0	*	0	*	154	32.5	36	38.9	1	*	260	66.5
Greene	155	55.4	57.4	0	*	0	*	80	45.0	3	*	0	*	72	72.2
Jones	88	54.7	59.1	0	*	0	*	54	51.9	0	*	1	*	33	69.7
Lenoir	377	55.2	59.4	0	*	2	*	256	51.6	6	50.0	3	*	110	80.0
New Hanover	759	55.4	62.8	5	60.0	9	66.7	230	40.4	7	71.4	10	50.0	498	73.3
Onslow	1,369	57.4	70.3	20	50.0	27	74.1	288	57.3	44	68.2	49	71.4	941	74.6
Pamlico	199	56.5	66.8	1	*	0	*	81	48.1	2	*	1	*	114	78.9
Pender	362	54.9	59.9	1	*	1	*	121	38.0	4	*	2	*	233	71.7
Robeson	1,731	48.1	24.5	704	22.6	7	57.1	582	17.4	24	29.2	5	20.0	408	37.3
Sampson	4	*	*	0	*	0	*	3	*	0	*	0	*	1	*
Clinton City	175	54.8	56.6	4	*	1	*	86	38.4	3	*	0	*	81	80.2
Wayne	1,409	54.5	54.9	2	*	19	57.9	630	34.4	36	66.7	20	70.0	702	72.1
Wayne Academy**	6	45.7	16.7	0	*	0	*	3	*	1	*	1	*	1	*

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Data received from LEAs after October 24, 2000 are not included in this table

Table 56 f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	67,066	54.9	57.1	1,130	32.4	1,115	59.6	19,926	33.0	1,733	42.6	485	61.0	42,655	69.5
Central Region	18,556	54.6	55.9	98	52.0	330	57.3	6,833	33.4	596	39.8	138	61.6	10,548	71.3
Alamance-Burlington	1,006	52.3	44.6	4	*	11	54.5	320	25.0	57	28.1	2	*	612	56.0
Lakeside School**	3	*	*	0	*	0	*	1	*	0	*	0	*	2	*
River Mill Charter**	24	52.6	45.8	0	*	0	*	1	*	0	*	0	*	23	47.8
Caswell	289	52.5	45.0	1	*	0	*	142	36.6	1	*	0	*	145	53.1
Chatham	345	55.5	61.2	0	*	3	*	78	28.2	10	60.0	3	*	251	71.3
Woods Charter**	22	58.3	72.7	0	*	0	*	2	*	1	*	1	*	18	77.8
Durham	1,328	53.3	49.8	2	*	19	57.9	783	33.7	32	37.5	24	79.2	468	75.6
Carter Community**	6	48.8	16.7	0	*	0	*	3	*	0	*	1	*	2	*
Omuteko Gwamaziima**	3	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Franklin	297	57.7	73.7	1	*	1	*	84	57.1	5	80.0	4	*	202	80.2
Granville	323	55.7	61.9	0	*	0	*	160	51.3	7	57.1	2	*	153	72.5
Guilford	3,933	54.7	55.1	32	53.1	148	41.2	1,499	31.5	71	42.3	41	51.2	2,136	73.4
Harnett	1,241	54.3	54.1	14	64.3	3	*	386	36.3	58	31.0	13	76.9	767	64.3
Johnston	902	59.4	74.6	3	*	6	66.7	168	34.5	37	45.9	2	*	686	86.2
Lee	581	56.6	65.6	3	*	6	100.0	144	42.4	64	51.6	3	*	361	77.3
Nash-Rocky Mount	1,142	52.3	43.6	7	57.1	10	90.0	596	29.9	44	27.3	6	33.3	479	61.2
Orange	241	52.9	44.4	2	*	2	*	80	18.8	6	16.7	2	*	149	58.4
Chapel Hill-Carrboro City	236	58.1	73.3	1	*	8	100.0	64	42.2	9	11.1	0	*	154	88.3
Person	344	55.5	61.9	0	*	1	*	120	45.0	3	*	2	*	218	70.2
Randolph	374	55.3	58.6	2	*	3	*	16	12.5	7	71.4	1	*	345	60.0
Asheboro City	175	51.0	41.7	1	*	4	*	42	28.6	20	10.0	1	*	107	54.2
Rockingham	885	55.2	58.9	3	*	4	*	176	40.3	13	38.5	4	*	685	63.9
Vance	515	52.2	43.7	2	*	3	*	330	29.7	4	*	2	*	174	69.0
Wake	3,261	55.4	62.5	4	*	94	66.0	1,053	35.1	127	46.5	20	45.0	1,957	78.3

Notes *Data are not reported where number tested is fewer than five.
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** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 56 f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physical Science
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	67,066	54.9	57.1	1,130	32.4	1,115	59.6	19,926	33.0	1,733	42.6	488	61.0	42,655	69.5
J H Baker Jr High**	5	49.0	20.0	0	*	0	*	3	*	0	*	0	*	2	*
East Wake Academy**	14	49.2	35.7	0	*	0	*	1	*	0	*	0	*	13	30.8
Quest Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Warren	288	48.9	27.4	15	26.7	0	*	205	19.0	1	*	1	*	66	53.0
Wilson	770	54.7	54.5	1	*	4	*	373	36.5	19	26.3	3	*	370	73.2

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 57 a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**11,429**	**57.1**	**72.9**	**61**	**45.9**	**537**	**72.4**	**1,582**	**46.3**	**145**	**64.8**	**75**	**66.7**	**9,011**	**77.9**
Western Region	**846**	**57.0**	**71.9**	**6**	**50.0**	**15**	**60.0**	**18**	**33.3**	**17**	**64.7**	**4**	*	**786**	**73.3**
Buncombe	291	55.8	67.7	1	*	4	*	6	50.0	8	75.0	3	*	269	67.3
Asheville City	64	57.6	73.4	0	*	3	*	6	0.0	3	*	1	*	51	84.3
Cherokee	44	55.1	63.6	3	*	1	*	1	*	0	*	0	*	39	66.7
Clay	9	66.3	100.0	0	*	0	*	0	*	0	*	0	*	9	100.0
Graham	8	54.1	62.5	0	*	0	*	0	*	0	*	0	*	8	62.5
Haywood	41	58.6	80.5	0	*	0	*	0	*	0	*	0	*	41	80.5
Henderson	96	59.0	82.3	0	*	1	*	1	*	1	*	0	*	93	82.8
Jackson	23	58.4	91.3	1	*	0	*	1	*	0	*	0	*	21	95.2
Macon	22	61.4	90.9	0	*	0	*	0	*	0	*	0	*	22	90.9
Madison	25	57.8	76.0	0	*	0	*	0	*	0	*	0	*	25	76.0
McDowell	85	54.4	65.9	0	*	3	*	0	*	1	*	0	*	81	65.4
Mitchell	14	54.9	64.3	0	*	1	*	0	*	3	*	0	*	10	80.0
Polk	32	48.6	18.8	0	*	1	*	1	*	0	*	0	*	30	20.0
Rutherford	45	56.0	73.3	0	*	0	*	2	*	0	*	0	*	43	74.4
Swain	4	*	*	0	*	0	*	0	*	0	*	0	*	4	*
Transylvania	30	68.3	100.0	0	*	0	*	0	*	0	*	0	*	30	100.0
Yancey	13	64.7	92.3	1	*	1	*	0	*	1	*	0	*	10	100.0

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 57 b. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	11,429	57.1	72.9	61	45.9	537	72.4	1,582	46.3	145	64.8	75	66.7	9,011	77.9
Northwest Region	1,450	57.4	77.6	4	*	45	68.0	100	53.0	9	7[illegible].8	11	72.0	1,281	79.9
Alexander	59	55.5	76.3	0	*	2	*	3	*	0	*	0	*	54	75.9
Alleghany	6	56.2	66.7	0	*	1	*	0	*	0	*	0	*	5	80.0
Ashe	28	57.9	78.6	0	*	0	*	0	*	0	*	0	*	28	78.6
Avery	15	56.4	66.7	0	*	0	*	0	*	0	*	1	*	14	71.4
Burke	98	57.6	76.5	0	*	12	41.0	2	*	1	*	0	*	83	80.7
Caldwell	41	58.1	87.8	0	*	0	*	1	*	0	*	0	*	40	87.5
Catawba	67	58.9	85.1	0	*	3	*	2	*	0	*	0	*	62	88.7
Hickory City	25	62.7	96.0	0	*	2	*	0	*	0	*	0	*	23	95.7
Newton Conover City	36	58.6	88.9	0	*	4	*	3	*	0	*	0	*	29	93.1
Davidson	116	56.3	75.0	1	*	1	*	1	*	1	*	1	*	111	73.9
Thomasville City	5	63.4	100.0	0	*	0	*	0	*	0	*	0	*	5	100.0
Davie	25	60.7	96.0	0	*	0	*	1	*	0	*	0	*	24	95.8
Winston-Salem/Forsyth	489	57.5	76.7	3	*	11	72.0	67	49.3	6	83.3	6	83.0	396	81.3
Iredell-Statesville	125	56.2	72.0	0	*	5	100.0	9	44.4	1	*	2	*	108	74.1
Mooresville City	28	56.6	67.9	0	*	2	*	1	*	0	*	0	*	25	72.0
Stokes	71	56.4	77.5	0	*	1	*	3	*	0	*	0	*	67	76.1
Surry	24	57.2	75.0	0	*	0	*	1	*	0	*	0	*	23	78.3
Elkin City	13	61.3	92.3	0	*	0	*	0	*	0	*	1	*	12	91.7
Mount Airy City	44	57.7	79.5	0	*	0	*	5	80.0	0	*	0	*	39	79.5
Watauga	78	54.7	65.4	0	*	0	*	1	*	0	*	0	*	77	66.2
Wilkes	46	61.7	91.3	0	*	1	*	0	*	0	*	0	*	45	91.1
Yadkin	11	49.5	63.6	0	*	0	*	0	*	0	*	0	*	11	63.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 57 c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs

Physics

Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	11,429	57.1	72.9	61	45.9	537	72.4	1,582	46.3	145	64.8	75	66.7	9,011	77.9
Southwest Region	2,624	57.2	73.0	5	80.0	169	68.0	370	44.1	31	58.1	8	62.0	2,041	78.9
Anson	30	53.8	63.3	0	*	1	*	14	35.7	0	*	0	*	15	86.7
Cabarrus	199	59.7	84.4	0	*	5	80.0	13	69.2	3	*	0	*	178	85.4
Kannapolis City	35	56.1	71.4	0	*	1	*	6	83.3	0	*	0	*	28	67.9
Cleveland	47	60.3	87.2	0	*	0	*	0	*	0	*	0	*	47	87.2
Kings Mountain City	32	55.2	62.5	0	*	2	*	5	40.0	0	*	0	*	25	64.0
Shelby City	6	61.3	100.0	0	*	0	*	0	*	0	*	0	*	6	100.0
Gaston	333	55.5	65.8	0	*	14	57.0	33	57.6	2	*	0	*	284	67.3
Hoke	14	53.8	71.4	1	*	0	*	7	57.1	0	*	0	*	6	83.3
Lincoln	91	58.5	78.0	0	*	0	*	4	*	3	*	1	*	83	78.3
Charlotte/Mecklenburg	1,324	56.2	67.7	3	*	132	65.0	237	36.3	22	50.0	5	40.0	925	76.5
Montgomery	36	53.9	63.9	0	*	0	*	6	50.0	1	*	0	*	29	65.5
Moore	59	59.4	86.4	1	*	0	*	5	100.0	0	*	2	*	51	84.3
Richmond	34	64.3	97.1	0	*	1	*	3	*	0	*	0	*	30	96.7
Rowan-Salisbury	125	60.5	91.2	0	*	6	83.0	5	80.0	0	*	0	*	114	92.1
Scotland	34	53.3	61.8	0	*	0	*	12	33.3	0	*	0	*	22	77.3
Laurinburg**	3	*	*	0	*	0	*	3	*	0	*	0	*	0	*
Stanly	98	60.9	88.8	0	*	4	*	8	50.0	0	*	0	*	86	93.0
Union	124	61.1	89.5	0	*	3	*	9	77.8	0	*	0	*	112	90.2

Notes *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 57 d. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs

Physics

Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	11,429	57.1	72.9	61	45.9	537	72.4	1,582	46.3	145	64.8	75	66.7	9,011	77.9
Northeast Region	619	55.2	61.4	5	0.0	12	91.0	207	38.6	2	*	3	*	389	73.5
Beaufort	45	51.8	44.4	0	*	0	*	13	46.2	0	*	0	*	32	43.8
Bertie	13	48.9	15.4	0	*	0	*	6	16.7	0	*	1	*	6	16.7
Camden	11	57.2	81.8	0	*	0	*	2	*	0	*	0	*	9	88.9
Edenton/Chowan	14	55.6	85.7	0	*	1	*	2	*	0	*	0	*	11	81.8
Currituck	15	62.4	100.0	0	*	0	*	0	*	0	*	1	*	14	100.0
Dare	20	58.6	80.0	0	*	0	*	0	*	0	*	0	*	20	80.0
Edgecombe	46	60.1	87.0	0	*	0	*	16	81.3	0	*	0	*	30	90.0
Gates	30	48.2	20.0	0	*	0	*	17	11.8	0	*	0	*	13	30.8
Halifax	27	47.6	33.3	3	*	0	*	24	37.5	0	*	0	*	0	*
Roanoke Rapids City	10	54.7	60.0	0	*	0	*	2	*	0	*	0	*	8	75.0
Weldon City	14	46.1	28.6	0	*	0	*	14	28.6	0	*	0	*	0	*
Hertford	6	49.7	16.7	0	*	0	*	5	20.0	0	*	0	*	1	*
Martin	50	53.6	64.0	0	*	0	*	10	40.0	0	*	0	*	40	70.0
Northampton	56	48.9	37.5	1	*	0	*	38	31.6	0	*	0	*	17	52.9
Elizabeth City/Pasquotank	24	55.3	75.0	0	*	1	*	4	*	0	*	0	*	19	78.9
Perquimans	16	58.4	75.0	0	*	0	*	2	*	0	*	0	*	14	78.6
Pitt	185	61.0	79.5	1	*	9	100.0	40	52.5	2	*	1	*	131	87.8
Tyrrell	6	54.7	66.7	0	*	1	*	0	*	0	*	0	*	5	80.0
Washington	31	44.6	19.4	0	*	0	*	12	8.3	0	*	0	*	19	26.3

Notes: *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 57 e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
Physics
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**11,429**	**57.1**	**72.9**	**61**	**45.9**	**537**	**72.4**	**1,582**	**46.3**	**145**	**64.8**	**75**	**66.7**	**9,011**	**77.9**
Southeast Region	**1,712**	**55.0**	**65.8**	**28**	**28.0**	**42**	**66.0**	**340**	**44.4**	**35**	**68.6**	**17**	**64.0**	**1,250**	**72.3**
Bladen	16	61.9	93.8	0	*	0	*	3	*	0	*	0	*	13	100.0
Brunswick	80	55.1	71.3	0	*	0	*	11	27.3	0	*	0	*	69	78.3
Carteret	103	58.6	78.6	0	*	0	*	9	55.6	2	*	2	*	90	81.1
Columbus	31	53.4	58.1	1	*	0	*	11	36.4	2	*	0	*	17	64.7
Whiteville City	47	55.3	72.3	0	*	0	*	10	60.0	0	*	0	*	37	75.7
Craven	99	53.2	56.6	0	*	2	*	11	45.5	2	*	0	*	84	59.5
Cumberland	420	53.9	60.2	1	*	20	65.0	135	43.7	19	57.9	2	*	243	69.1
Duplin	42	56.5	76.2	0	*	0	*	10	60.0	0	*	0	*	32	81.3
Greene	5	60.0	80.0	0	*	0	*	2	*	0	*	0	*	3	*
Jones	14	51.1	42.9	0	*	0	*	5	0.0	0	*	0	*	9	66.7
Lenoir	66	53.3	54.5	0	*	0	*	20	55.0	0	*	0	*	46	54.3
New Hanover	322	55.7	68.0	1	*	9	77.0	17	47.1	3	*	5	40.0	287	69.0
Onslow	81	61.0	92.6	0	*	4	*	11	90.9	2	*	3	*	61	91.8
Pender	77	56.5	75.3	0	*	0	*	13	38.5	0	*	0	*	64	82.8
Robeson	117	47.8	35.9	24	16.0	5	60.0	43	25.6	0	*	1	*	44	52.3
Sampson	34	55.8	70.6	0	*	0	*	1	*	0	*	0	*	33	69.7
Clinton City	12	60.2	100.0	0	*	0	*	3	*	0	*	0	*	9	100.0
Wayne	146	56.6	71.2	1	*	2	*	25	40.0	5	100.0	4	*	109	78.9

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 57 f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs

Physics

Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	11,429	57.1	72.9	61	45.9	537	72.4	1,582	46.3	145	64.8	75	66.7	9,011	77.9
Central Region	4,178	58.2	76.1	13	76.0	254	76.0	547	51.0	51	64.7	32	68.0	3,264	80.4
Alamance-Burlington	174	56.6	67.8	1	*	6	33.0	16	43.8	1	*	1	*	149	71.1
River Mill Charter**	6	50.5	33.3	0	*	0	*	0	*	0	*	0	*	6	33.3
Caswell	13	51.5	46.2	0	*	0	*	4	*	0	*	0	*	9	55.6
Chatham	68	59.5	80.9	0	*	1	*	5	80.0	0	*	0	*	62	80.6
Durham	412	58.1	78.6	1	*	26	84.0	87	57.5	5	100.0	6	66.0	287	84.3
Franklin	37	52.8	59.5	0	*	1	*	11	45.5	0	*	0	*	25	64.0
Granville	34	56.1	70.6	0	*	3	*	6	66.7	0	*	0	*	25	72.0
Guilford	638	58.3	75.7	2	*	43	69.0	121	38.0	5	20.0	8	75.0	458	86.7
Harnett	54	55.6	70.4	0	*	1	*	4	*	3	*	0	*	46	73.9
Johnston	66	57.4	74.2	0	*	2	*	3	*	1	*	2	*	58	77.6
Lee	33	65.5	100.0	0	*	5	100.0	0	*	1	*	0	*	27	100.0
Nash-Rocky Mount	97	54.6	68.0	2	*	6	50.0	20	75.0	1	*	0	*	68	67.6
Orange	54	54.9	70.4	0	*	0	*	5	60.0	1	*	0	*	48	70.8
Chapel Hill-Carrboro City	200	65.1	93.5	0	*	19	100.0	9	77.8	2	*	1	*	168	94.0
New Century**	10	48.3	40.0	0	*	0	*	1	*	0	*	2	*	5	40.0
Person	61	51.4	42.6	1	*	0	*	14	28.6	0	*	0	*	46	45.7
Randolph	76	58.6	82.9	0	*	1	*	1	*	1	*	1	*	72	84.7
Asheboro City	60	50.6	48.3	0	*	2	*	4	*	1	*	0	*	53	52.8
Rockingham	177	55.7	66.1	0	*	0	*	24	70.8	1	*	0	*	152	65.8
Vance	38	53.4	47.4	0	*	0	*	16	18.8	1	*	0	*	21	66.7
Wake	1,784	59.1	79.3	5	80.0	137	77.0	165	52.1	27	74.1	11	72.0	1,426	82.7
Quest Academy**	1	*	*	0	*	0	*	0	*	0	*	0	*	1	*
Warren	48	55.0	72.9	1	*	0	*	26	76.9	0	*	0	*	21	71.4
Wilson	37	57.9	73.0	0	*	1	*	5	40.0	0	*	0	*	31	77.4

Notes: *Data are not reported where number tested is fewer than five.
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** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Table 58a. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Western Region (RAC 1)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,930**	**55.8**	**46.9**	**873**	**27.4**	**1,436**	**50.3**	**19,491**	**24.6**	**1,315**	**38.6**	**389**	**48.8**	**47,351**	**56.5**
Western Region	**5,788**	**56.8**	**52.8**	**61**	**44.3**	**54**	**57.4**	**353**	**24.6**	**71**	**40.8**	**27**	**51.9**	**5,221**	**55.0**
Buncombe	1,456	57.3	53.6	4	*	20	75.0	67	26.9	24	50.0	14	50.0	1,326	55.0
Asheville City	283	57.8	58.3	1	*	2	*	83	26.5	7	14.3	2	*	188	73.4
Cherokee	218	57.1	58.3	4	*	0	*	2	*	2	*	1	*	209	57.4
Clay	93	55.6	47.3	0	*	0	*	0	*	0	*	0	*	93	47.3
Graham	71	58.7	66.2	9	55.6	0	*	0	*	0	*	0	*	62	67.7
Haywood	440	56.3	51.6	1	*	1	*	7	28.6	2	*	2	*	427	52.5
Henderson	720	57.0	56.4	1	*	9	55.6	41	18.6	15	66.7	2	*	650	58.6
Jackson	241	56.8	53.1	9	22.2	1	*	2	*	1	*	3	*	225	54.7
Macon	263	56.7	52.5	1	*	2	*	7	0.0	2	*	0	*	251	51.8
Madison	139	67.2	93.5	0	*	1	*	1	*	0	*	0	*	137	93.4
McDowell	390	54.4	39.2	1	*	13	46.2	17	35.3	2	*	1	*	356	39.0
Mitchell	158	54.2	36.7	0	*	2	*	0	*	1	*	0	*	155	36.8
Polk	135	56.1	49.6	1	*	2	*	11	36.4	2	*	0	*	119	52.1
Rutherford	612	54.6	40.7	0	*	1	*	90	18.9	6	0.0	0	*	515	45.0
Swain	120	58.3	64.2	28	42.9	0	*	0	*	1	*	1	*	90	71.1
Transylvania	286	59.3	65.4	1	*	0	*	21	28.6	0	*	1	*	263	68.1
Yancey	163	55.3	45.4	0	*	0	*	2	*	6	16.7	0	*	155	47.1

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
**Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October [illegible] 2000 are not included in this table.

Table 58h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,930**	**55.8**	**46.9**	**873**	**27.4**	**1,436**	**50.3**	**19,491**	**24.6**	**1,315**	**38.6**	**389**	**48.8**	**47,351**	**56.5**
Northwest Region	**11,097**	**55.9**	**47.6**	**14**	**21.4**	**246**	**32.9**	**1,580**	**24.2**	**192**	**31.8**	**41**	**46.3**	**9,017**	**52.5**
Alexander	279	55.4	40.9	0	*	9	22.2	20	10.0	3	*	0	*	246	44.7
Alleghany	95	57.8	60.0	0	*	0	*	0	*	1	*	0	*	94	60.6
Ashe	199	56.8	51.3	0	*	1	*	1	*	0	*	0	*	197	51.8
Avery	134	59.1	66.4	0	*	0	*	1	*	1	*	2	*	130	66.9
Grandfather Academy**	2	*	*	0	*	0	*	1	*	0	*	0	*	1	*
Burke	693	56.2	49.5	2	*	67	25.4	61	36.1	15	40.0	1	*	547	54.5
Caldwell	700	54.7	42.7	1	*	6	83.3	52	7.7	9	0.0	4	*	627	45.9
Catawba	936	55.9	48.1	0	*	48	27.1	66	21.2	17	17.6	6	50.0	799	52.2
Hickory City	244	59.4	68.4	0	*	15	53.3	46	34.8	6	33.3	0	*	177	79.7
Newton Conover City	185	56.8	50.8	0	*	16	25.0	27	48.1	7	57.1	0	*	135	54.1
Davidson	1,160	55.2	44.9	5	20.0	7	71.4	27	18.5	15	26.7	3	*	1,102	45.8
Lexington City	146	53.1	32.9	0	*	13	15.4	68	16.2	5	60.0	1	*	59	54.2
Thomasville City	103	57.4	54.4	0	*	1	*	42	31.0	8	50.0	1	*	51	72.5
Davie	322	57.9	59.3	0	*	2	*	33	39.4	5	20.0	0	*	282	62.4
Winston-Salem/Forsyth	2,382	55.8	46.9	3	*	17	41.2	782	25.2	37	35.1	15	46.7	1,525	58.3
Lift Academy**	23	41.7	0.0	0	*	0	*	22	0.0	0	*	1	*	0	*
Iredell-Statesville	912	56.1	49.3	1	*	25	48.0	160	23.8	13	38.5	0	*	712	55.5
Mooresville City	193	56.8	51.3	0	*	6	50.0	33	24.2	2	*	0	*	152	57.9
Stokes	453	52.9	33.8	2	*	0	*	19	26.3	5	0.0	1	*	426	34.5
Surry	468	55.6	45.3	0	*	2	*	32	9.4	11	45.5	1	*	422	48.3
Elkin City	81	60.1	63.0	0	*	0	*	5	20.0	0	*	0	*	76	65.8
Mount Airy City	124	54.1	27.1	0	*	5	0.0	19	10.5	2	*	0	*	98	44.9
Watauga	312	58.5	57.4	0	*	1	*	6	0.0	2	*	2	*	301	59.1
Wilkes	609	55.8	44.8	0	*	4	*	38	31.6	6	33.3	2	*	559	46.0

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 58h 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Northwest Region (RAC 2)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	70,930	55.8	46.9	873	27.4	1,436	50.3	19,491	24.6	1,315	38.6	389	48.8	47,351	56.5
Yadkin	342	56.4	50.3	0	*	1	*	19	21.1	22	31.8	1	*	299	53.2

Notes *Data are not reported where number tested is fewer than five
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category
** Denotes a charter school For reporting purposes the charter school name has been abbreviated The complete charter school name can be found in the Appendix
Data received from LEAs after October 24, 2000 are not included in this table

Table 58c. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Southwest Region (RAC 3)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,930**	**55.8**	**46.9**	**873**	**27.4**	**1,436**	**50.3**	**19,491**	**24.6**	**1,315**	**38.6**	**389**	**48.8**	**47,351**	**56.5**
Southwest Region	**14,953**	**56.0**	**48.6**	**95**	**34.7**	**445**	**48.5**	**4,098**	**25.2**	**290**	**31.7**	**54**	**44.4**	**9,959**	**58.9**
Anson	262	53.5	37.4	0	*	1	*	151	25.8	0	*	0	*	110	52.7
Cabarrus	1,161	56.5	50.6	3	*	11	63.6	114	28.9	20	25.0	3	*	1,009	53.6
Kannapolis City	246	55.5	48.8	0	*	5	20.0	76	44.7	7	42.9	3	*	155	51.6
Cleveland	540	57.7	55.9	1	*	0	*	106	34.9	7	14.3	3	*	423	61.9
Kings Mountain City	224	54.2	37.1	0	*	5	60.0	68	17.6	1	*	3	*	147	46.3
Shelby City	168	57.6	54.2	0	*	3	*	71	29.6	0	*	1	*	93	73.1
Gaston	1,555	58.3	60.6	3	*	34	67.6	298	36.9	21	38.1	3	*	1,196	66.9
Hoke	316	51.7	29.1	35	14.3	6	50.0	172	16.3	7	42.9	3	*	93	55.9
Lincoln	613	56.5	50.7	0	*	5	60.0	51	25.5	15	46.7	3	*	539	53.1
Charlotte/Mecklenburg	5,290	55.8	47.7	8	50.0	308	44.5	1,890	22.4	132	31.1	20	50.0	2,923	65.1
Montgomery	251	55.1	43.8	0	*	5	80.0	75	18.7	10	40.0	0	*	161	54.7
Moore	622	56.8	51.4	6	66.7	5	80.0	148	23.6	9	33.3	4	*	450	60.2
Richmond	428	54.1	41.4	4	*	9	77.8	176	30.1	3	*	0	*	235	49.4
Rowan-Salisbury	1,180	53.9	38.5	4	*	17	35.3	227	16.7	28	21.4	1	*	902	44.6
Scotland	334	55.2	43.4	26	53.8	2	*	154	30.5	0	*	1	*	151	54.3
Laurinburg**	14	39.9	7.1	0	*	0	*	14	7.1	0	*	0	*	0	*
Stanly	589	57.3	52.3	2	*	20	40.0	104	34.6	5	40.0	2	*	456	57.0
Union	1,160	56.6	51.6	3	*	9	55.6	203	28.1	25	36.0	4	*	916	57.4

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Table 58d 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Northeast Region (RAC 4)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	**70,930**	**55.8**	**46.9**	**873**	**27.4**	**1,436**	**50.3**	**19,491**	**24.6**	**1,315**	**38.6**	**389**	**48.8**	**47,351**	**56.5**
Northeast Region	**5,085**	**53.4**	**35.1**	**31**	**25.8**	**34**	**70.6**	**2,617**	**17.6**	**35**	**34.3**	**14**	**57.1**	**2,354**	**54.0**
Beaufort	441	53.5	35.6	0	*	0	*	193	16.1	6	0.0	0	*	242	52.1
Bertie	270	49.3	13.7	0	*	0	*	224	11.6	0	*	1	*	45	22.2
Camden	74	55.2	43.2	0	*	1	*	17	5.9	0	*	0	*	56	53.6
Edenton/Chowan	154	53.6	31.2	0	*	0	*	79	13.9	0	*	1	*	74	48.6
Currituck	180	58.0	61.7	1	*	1	*	18	27.8	2	*	2	*	156	65.4
Dare	288	56.8	53.5	1	*	1	*	14	21.4	6	50.0	1	*	265	54.7
Edgecombe	441	55.3	44.0	0	*	0	*	250	32.0	7	57.1	1	*	183	60.1
Gates	103	55.0	39.8	0	*	0	*	52	30.8	0	*	0	*	51	49.0
Halifax	357	47.1	6.4	24	12.5	0	*	322	5.3	0	*	3	*	8	12.5
Roanoke Rapids City	169	54.3	39.1	2	*	3	*	32	28.1	1	*	0	*	131	42.7
Weldon City	58	49.5	13.8	0	*	0	*	55	14.5	0	*	0	*	3	*
Hertford	260	50.4	21.9	0	*	0	*	199	15.6	0	*	1	*	60	41.7
Hyde	50	53.6	40.0	0	*	0	*	25	12.0	0	*	0	*	25	68.0
Martin	271	52.4	26.2	0	*	0	*	161	14.3	1	*	0	*	109	41.0
Northampton	204	53.0	32.4	0	*	0	*	166	27.7	0	*	0	*	38	52.6
Elizabeth City/Pasquotank	329	53.0	31.0	1	*	3	*	166	14.5	3	*	0	*	156	46.8
Perquimans	105	53.6	32.4	0	*	0	*	39	5.1	0	*	0	*	66	48.5
Pitt	1,077	55.9	46.8	2	*	23	73.9	425	23.3	8	25.0	3	*	616	62.2
Right Step**	36	41.1	0.0	0	*	0	*	35	0.0	0	*	0	*	1	*
Tyrrell	53	51.3	26.4	0	*	1	*	27	18.5	0	*	0	*	25	36.0
Washington	165	51.7	26.7	0	*	1	*	118	17.8	1	*	1	*	44	50.0

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Table 58e. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Southeast Region (RAC 5)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	70,930	55.8	46.9	873	27.4	1,436	50.3	19,491	24.6	1,315	38.6	389	48.8	47,351	56.5
Southeast Region	13,396	54.9	41.7	603	23.9	149	47.0	4,861	26.0	354	43.8	122	54.1	7,299	53.3
Bladen	355	54.9	41.7	3	*	0	*	173	27.7	2	*	0	*	177	54.8
Brunswick	564	53.7	38.3	5	40.0	3	*	160	16.9	3	*	0	*	393	46.3
Carteret	582	57.4	53.6	3	*	5	20.0	67	28.4	6	83.3	3	*	498	56.8
Cape Lookout Marine**	30	53.2	40.0	1	*	0	*	7	42.9	0	*	1	*	21	38.1
Columbus	469	55.7	43.5	29	48.3	0	*	208	31.3	1	*	0	*	231	53.7
Whiteville City	159	55.0	40.9	2	*	0	*	64	26.6	0	*	1	*	92	51.1
Craven	845	54.4	39.9	2	*	8	25.0	290	23.4	21	42.9	2	*	522	49.0
Cumberland	3,067	54.8	41.4	55	34.5	51	49.0	1,409	29.1	183	38.8	36	63.9	1,331	54.1
Oma's Inc **	13	42.6	0.0	0	*	1	*	8	0.0	0	*	3	*	1	*
Duplin	453	54.6	40.4	0	*	1	*	173	25.4	18	44.4	0	*	261	49.8
Greene	157	54.2	38.2	0	*	0	*	92	27.2	3	*	0	*	62	54.8
Jones	60	54.1	36.7	0	*	0	*	30	30.0	0	*	0	*	30	43.3
Lenoir	572	55.1	39.7	2	*	4	*	284	26.1	4	*	1	*	277	53.8
New Hanover	1,311	56.7	52.2	6	83.3	15	60.0	297	23.6	11	63.6	9	77.8	973	60.2
Onslow	1,338	56.1	48.1	5	40.0	30	43.3	332	32.5	43	48.8	41	56.1	886	53.8
Pamlico	150	52.2	27.3	1	*	1	*	71	14.1	0	*	0	*	77	40.3
Pender	347	56.6	48.7	0	*	1	*	105	23.8	5	40.0	1	*	235	60.4
Robeson	1,151	51.3	23.5	479	19.8	9	44.4	352	15.1	11	36.4	2	*	293	38.2
Sampson	447	55.7	46.3	2	*	0	*	182	36.3	16	43.8	1	*	246	54.1
Clinton City	159	55.9	47.2	7	28.6	1	*	73	28.8	5	60.0	1	*	72	68.1
Wayne	1,143	54.4	38.8	1	*	19	52.6	463	21.6	22	45.5	18	38.9	620	50.8
Wayne Academy**	24	41.5	0.0	0	*	0	*	21	0.0	0	*	2	*	1	*

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Table 58f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	70,930	55.8	46.9	873	27.4	1,436	50.3	19,491	24.6	1,315	38.6	389	48.8	47,351	56.5
Central Region	20,611	56.3	49.8	69	34.8	508	59.1	5,982	26.4	373	42.4	131	45.0	13,501	60.2
Alamance-Burlington	1,067	53.2	35.3	3	*	16	12.5	225	14.7	24	29.2	1	*	798	41.9
Lakeside School**	10	46.3	0.0	0	*	0	*	2	*	0	*	1	*	7	0.0
River Mill Charter**	5	54.6	40.0	0	*	0	*	0	*	0	*	1	*	4	*
Caswell	223	52.3	26.9	0	*	0	*	116	19.0	0	*	1	*	106	35.8
Chatham	404	56.3	50.2	0	*	1	*	98	21.4	4	*	2	*	299	59.9
Woods Charter**	12	59.4	66.7	1	*	0	*	1	*	0	*	0	*	7	85.7
Durham	1,566	54.9	41.5	4	*	42	59.5	749	21.5	23	39.1	22	36.4	723	61.7
Kestrel Heights**	30	50.6	23.3	0	*	0	*	11	0.0	0	*	0	*	17	35.3
Franklin	429	52.0	29.1	1	*	2	*	164	14.6	5	0.0	5	20.0	252	39.7
Granville	317	56.0	46.1	0	*	1	*	109	33.0	3	*	0	*	204	53.9
Guilford	3,366	56.6	50.3	13	23.1	120	38.3	1,072	28.4	41	43.9	32	46.9	2,087	62.6
Harnett	785	55.7	48.2	6	0.0	8	75.0	230	32.6	24	16.7	12	41.7	505	57.0
Johnston	1,011	55.6	45.6	2	*	4	*	189	22.2	30	40.0	2	*	784	51.3
Lee	456	54.9	43.6	1	*	4	*	122	19.7	29	41.4	1	*	299	54.2
Provisions Academy**	17	43.9	0.0	0	*	0	*	11	0.0	0	*	0	*	6	0.0
Nash-Rocky Mount	989	54.8	42.5	3	*	7	71.4	470	24.5	19	36.8	3	*	485	59.8
Orange	301	58.2	59.5	0	*	1	*	52	48.1	4	*	1	*	243	62.1
Chapel Hill-Carrboro City	655	60.0	69.5	1	*	43	79.1	89	19.1	16	43.8	7	71.4	499	78.4
New Century**	21	52.2	33.3	4	*	1	*	2	*	0	*	1	*	11	36.4
Person	358	53.7	34.9	1	*	0	*	127	22.0	4	*	1	*	225	41.3
Randolph	882	56.4	50.2	3	*	3	*	46	39.1	15	26.7	2	*	813	51.2
Asheboro City	189	56.9	53.4	1	*	3	*	35	34.3	12	33.3	1	*	137	60.6
Rockingham	796	55.1	43.1	3	*	8	87.5	198	24.7	6	0.0	1	*	579	49.2
Vance	359	54.9	40.4	1	*	2	*	209	29.2	2	*	2	*	143	55.9

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Data received from LEAs after October 24, 2000 are not included in this table.

Table 58f. 1999-00 End-of-Course Multiple-Choice Test Results for LEAs
U.S. History
Central Region (RAC 6)

	Total			American Indian		Asian		Black		Hispanic		Multi-Racial		White	
	Number Tested	Mean Scale Score	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV	Number Tested	Percent Level III,IV
State	70,930	55.8	46.9	873	27.4	1,436	50.3	19,491	24.6	1,315	38.6	389	48.8	47,351	56.5
Wake	5,515	58.3	60.2	12	41.7	236	69.5	1,242	30.2	100	63.0	29	58.6	3,864	69.3
J H Baker Jr High**	8	44.3	0.0	0	*	0	*	4	*	0	*	0	*	3	*
Quest Academy**	3	*	*	0	*	0	*	0	*	0	*	0	*	3	*
Warren	216	53.7	34.3	9	33.3	0	*	153	30.1	1	*	3	*	50	48.0
Wilson	621	57.4	56.7	0	*	6	16.7	256	35.2	11	45.5	0	*	348	73.6

Notes: *Data are not reported where number tested is fewer than five.
The ethnic categories may not sum to the "Total Number Tested" because students may not have indicated an ethnic category.
** Denotes a charter school. For reporting purposes the charter school name has been abbreviated. The complete charter school name can be found in the Appendix.
Data received from LEAs after October 24, 2000 are not included in this table.

Descriptions and Sample Questions

for the

North Carolina End-of-Course Tests:

Algebra I, Algebra II, Biology,

Chemisty,

Economic, Legal, and Political Systems (ELP),

English I, Geometry, Physics,

Physical Science, and U.S. History

North Carolina End-of-Course Tests
Algebra I (revised 1994)

What is the Algebra I test like?

The revised Algebra I test assesses the Algebra I curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Algebra I curriculum along three broad topics:

- basic operations, equations, and inequalities (goals 1, 2, and 3);
- functions and graphing (goals 4, 5, and 6); and
- polynomials and nonlinear equations (goals 7, 8, and 9).

The test is divided into two parts: calculator and non-calculator. For the calculator part students are expected to have access to a graphing calculator. The basic difference between the two parts of the test is the emphasis on problem solving in the calculator part (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing).

Table 1. Descriptive Information for the North Carolina Test of Algebra I

Goal	Description of Goal	Percentage of Items on Test
1	The learner will use the language of algebra	5%
2	The learner will perform operations with real numbers.	12%
3	The learner will solve equations and inequalities with one variable.	16%
4	The learner will demonstrate an elementary understanding of relations and functions.	12%
5	The learner will graph and use linear equations and inequalities.	14%
6	The learner will graph and solve systems of linear equations and inequalities.	9%
7	The learner will perform operations with polynomials.	14%
8	The learner will work with ratios, proportions, and percents.	5%
9	The learner will explore, graph, and interpret nonlinear equations.	14%

How is the test administered?

The end-of-course Algebra I test consists of 81 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1986 to 1993 focused on the assessment of procedures, this revision of the test examines whether a student can apply the algebraic knowledge and skills they have learned to solve everyday problems.

How was the test developed?

The questions on the Algebra I end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1992-93 school year. The questions were field tested in May of 1993. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Algebra I test was implemented statewide for the first time in the spring of 1994.

What kinds of scores do students receive on the test?

Results of the Algebra I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 55.1 and a standard deviation of 9.1 (in 1994). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised Algebra I test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1993 field tests and from the student scores on the 1994 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Algebra I

Level	Description	Range of Scores (94)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23-44
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	45-54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	55-65
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	66-87

Objective 3.3 (p = 0.74)

20. Which pair of equality properties would be used to solve $3x - 5 = 7$?

A subtraction by 7 and multiplication by 3

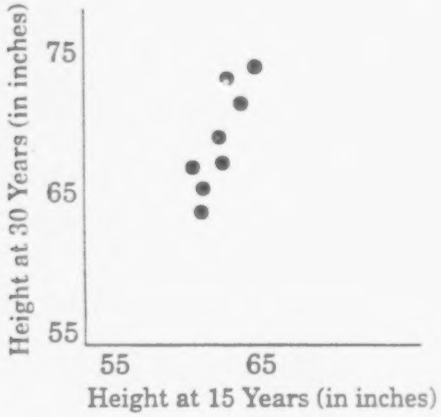
B multiplication by $\frac{1}{3}$ and addition by 7

C division by 5 and subtraction by 7

D addition by 5 and division by 3

Objective 5.9 (p = 0.32)

53. What equation would ***best*** represent the data on the graph?



A $y = x$

B $y = 2x$

C $y = {}^{-}3x$

D $y = \frac{1}{2}x$

Objective 5.10 (p = 0.55)

51. The table of data represents the circumference of four people's thumbs and wrists. What would you predict to be an estimate for Bill's thumb?

	thumb	wrist
Betty	4.5 cm	10.5 cm
Jane	6 cm	16 cm
Joe	7 cm	19 cm
Bill	?	23.5 cm

A 7 cm

B 7.5 cm

C 8 cm

D 8.5 cm

Objective 8.3 (p = 0.31)

77. If a 16-meter tree casts a 7.5-meter shadow, how tall is a building that casts a 24-meter shadow at the same time of day?

A 11.2 m

B 50 m

C 51.2 m

D 512 m

Objective 9.6 (p = 0.25)

82. What is the smallest y-value of the graph of $y = x^2 - 3$?

A 3

B 1

C 0

D $^{-}3$

Objective 9.9 (p = 0.14)

86. Bill cut two inches from one side of a square and three inches from another. If the area decreased by 50%, what was the approximate length of the original square?

A 5.5"

B 6.5"

C 7.5"

D 8.5"

Objective 9.10 (p = 0.31)

87. The frequencies (cycles per second) of the sound of A's on a piano increase in an exponential fashion as you move up the keyboard. Which of the following are frequencies of key A?

A 55, 110, 440, 3520, 56320

B 55, 110, 220, 440, 880

C 55, 110, 165, 220, 275

D 55, 105, 155, 205, 255

North Carolina End-of-Course Tests
Algebra II (revised 1996)

What are the Algebra II tests like?

The revised Algebra II test assesses the Algebra II curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Algebra II curriculum except objective 7.9 which asks the student to explore the relationship between coefficients and solutions of a quadratic equation.

During the test students are expected to have access to a graphing calculator. The emphasis on the Algebra II test is on problem solving (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing). Formulas typically used in Algebra II are provided on the back of the test book for use during the test.

Table 1. Descriptive Information for the North Carolina Test of Algebra II

Goal	Description of Goal	Difficulty of Items in Pool*	Percentage of Items on Test
1	The learner will solve, graph, and use equations and inequalities.	44%	10%
2	The learner will demonstrate an understanding of relations and functions.	42%	12%
3	The learner will operate with matrices.	36%	9%
4	The learner will graph and solve systems of equations and inequalities.	40%	8%
5	The learner will perform operations and solve problems with polynomials.	41%	10%
6	The learner will use rational expressions to solve problems.	41%	13%
7	The learner will solve problems with quadratic equations and inequalities.	35%	14%
8	The learner will use analytic geometry to solve problems.	38%	4%
9	The learner will solve problems involving logarithmic and exponential functions.	32%	10%
10	The learner will solve problems involving sequences and series.	30%	4%
11	The learner will solve problems involving probability.	33%	6%

* The average percent of students that responded correctly across all items assessing the goal/objective.

How is the test administered?

The end-of-course Algebra II test consists of 60 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1987 to 1996 focused on the assessment of procedures, this revision of the test examines whether a student can apply the algebraic knowledge and skills they have learned and use technology to solve everyday problems. Many of the more basic skills assessed on the original test have been moved back to the Algebra I curriculum.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 14,000 students from randomly selected schools across the state. The Algebra II test was implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Algebra II test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 88 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first administration of the Algebra II test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Algebra II

Level	Description	Percent of Students (95)	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	15%	23–45
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	32%	46–57
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	38%	58–68
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	16%	69–88

1. Any line parallel to the graph of $x - 2y = 4$ has which slope?

A $^{-}2$

B $^{-}\frac{1}{2}$

C $\frac{1}{2}$

D 2

2. You are trying to pay off your credit card on which you currently owe \$300. The company charges 1.5% interest each month and you pay off \$50 each month. Write an expression for the amount you owe in the $(n + 1)$th month as a function of the amount you owe in the nth month.

A $f(n + 1) = 1.5(5(n)) - 50$

B $f(n + 1) = f(n) + 1.5f(n) - 50$

C $f(n + 1) = f(n) + .015f(n) - 50$

D $f(n + 1) = .015(f(n)) - 50$

3. The student store decided to sell school pennants. The art teacher laid out a design on a grid. The vertices of the pennant ended on (6, 6), (6, 16) and (24, 11). To find the area of a triangle in a coordinate system the determinant of a 3 × 3 matrix can be used with the following formula:

$$\text{Area} = \pm\frac{1}{2}\begin{vmatrix} x_1 & y_1 & 1 \\ x_2 & y_2 & 1 \\ x_3 & y_3 & 1 \end{vmatrix}$$

The sign is chosen so that a positive area results.

What is the area of material needed to make a school pennant?

A 50

B 90

C 120

D 180

4. A map is scaled so that 1 cm represents 15 km. How far apart are two towns if they are 7.9 cm apart on the map?

A 11.9 km

B 22.9 km

C 52.7 km

D 118.5 km

5. Below is a chart which compares population to area (in square miles) for several countries of the world.

Country	Area (mi^2)	Population
Afghanistan	250,000	16,900,000
Bahamas	5,380	300,000
Cameroon	183,570	12,700,000
Nicaragua	50,190	4,100,000
Norway	125,180	4,300,000
Peru	496,220	22,500,000
United States	3,615,100	255,600,000

Which equation is the line of best fit for the data in the chart, and what is the ***best*** approximation for the correlation?

A $y = {}^{-}2{,}856{,}304x + 71$; $r = 0.998$

B $y = 71x - 2{,}856{,}304$; $r = 0.998$

C $y = {}^{-}2{,}856{,}304x + 71$; $r = 0.999$

D $y = 71x - 2{,}856{,}304$; $r = 0.999$

6. AAA Moving rents trucks for $40 per day plus 35¢ per miles. ZZZ Movers rents trucks for $36 per day plus 45¢ per mile. For a move taking only one day, all statements below about the relative costs are true, ***except*** which one?

A ZZZ is cheaper when move is under 40 miles.

B AAA is more expensive when move is over 40 miles.

C ZZZ goes farther if total cost is under $54.

D AAA goes farther if total cost is over $54.

7. The heat loss of a glass window varies jointly as the area of the window and the difference between outside and inside temperature. A window that measures 3 feet by 5 feet loses 500 BTU/h when the temperature outside is 10 degrees less than the inside temperature. What is the heat loss through the same window if the difference between outside and inside temperature is 25 degrees?

A 1,000 BTU/h

B 1,250 BTU/h

C 1,500 BTU/h

D 2,000 BTU/h

North Carolina End-of-Course Tests
Biology (revised 1995)

What is the Biology test like?

The revised Biology test assesses the Biology curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire Biology curriculum (except Goal 4). On the test, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Biology test is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goals 6 through 8) of the Biology *Standard Course of Study* describe the knowledge that is to be taught in all Biology classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—*at least* 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Biology test. Periodically, students and teachers are surveyed concerning their attitudes towards Biology and science in general and the activities conducted during Biology instruction.

Table 1. Descriptive Information for the North Carolina Test of Biology

Goal	Description of Goal	Percentage of Items on Test
6	The learner will understand the chemical and physical basis of life.	30%
7	The learner will have an understanding of the continuity of life.	40%
8	The learner will have an understanding of ecology.	30%
1	The learner will develop an understanding of the nature of science.	5%
2	The learner will develop the ability to use science process skills.	50%
3	The learner will develop the ability to use science manipulative skills.	5%
5	The learner will have an understanding of the relevance of current topics in biology.	5%
CK	The learner will understand the fundamental concepts, principles, and facts of science.	35%

How is the test administered?

The end-of-course Biology test consists of 95 multiple-choice questions administered during a 110-minute block within the last 10 days of the course. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1987 to 1994 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

How was the test developed?

The questions on the Biology test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The revised Biology test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

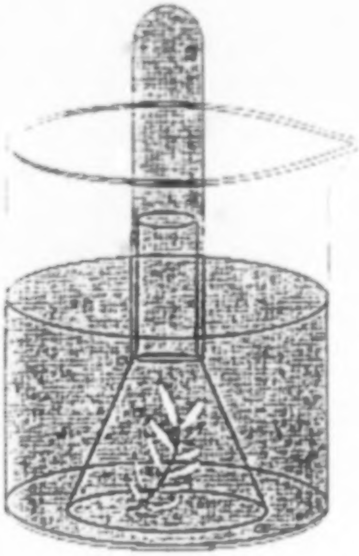
Results of the Biology test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 25 to 88 with a mean of 55.5 and a standard deviation of 8.6 (in 1995). The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the Biology test statewide in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the May 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Biology

Level	Description	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	25–46
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	47–54
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	55–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	65–88

Use this information to answer questions 1 and 2.

In the drawing below, an *Elodea* plant is placed in the bottom of a beaker that is half filled with water. A funnel is placed over the plant. A test tube filled with water is inverted and placed on top of the funnel. The beaker is placed in direct sunlight. The purpose of the experiment is to determine the rate of photosynthesis in the *Elodea* plant.



1. How could this experiment show that photosynthesis is taking place?

   A The *Elodea* will turn green.

   B Chlorophyll will dissolve in the water.

   C Bubbles will appear in the test tube.

   D New leaves will grow on the *Elodea*.

2. If you were to set up a control for this experiment, what would be the ***best*** setup?

   A the same setup but no water

   B the same setup but no plant

   C the same setup but a larger plant

   D the same setup but no plant and no direct sunlight

3. Which of the following relationships is ***most*** similar to perspiration : pores?

   A epidermis : stomata

   B circulation : parenchyma

   C digestion : chlorophyll

   D transpiration : stomata

4. The code for all living things is carried in what chemical?

   A gibberellic acid

   B deoxyribonucleic acid

   C indoleacetic acid

   D naphthaleneacetic acid

5. A farmer has been losing his chickens and finding blood and feathers in the chicken yard. He also notices tracks which appear to be those of a fox. He proceeds to kill all of the foxes on the farm. Which of the following is a probable result?

   A The owl population on his farm will decrease.

   B The hawk population on his farm will decrease.

   C The rabbit population on his farm will increase.

   D The fox population should have no effect on any other animals on his farm.

6. In 1989, an oil spill occurred in Alaska's Prince William Sound. Government scientists estimated that 200,000 birds called murres were killed. Recently, another group of scientists reported that the 1991 population of murres was the same as it had historically been. What does this indicate about the nature of science?

   A Different groups of scientists should not study the same problem.

   B It is inappropriate to apply simple theories to complex situations.

   C Scientists should count all, rather than sample part of a population.

   D Scientific knowledge should be regarded as being tentative.

7. Soil bacteria serve what function in the nitrogen cycle?

   A store nitrogen nodules underground

   B attach nitrogen to soil particles

   C release nitrogen from the ground to the air

   D convert nitrogen to a water soluble form

North Carolina End-of-Course Tests
Chemistry (revised 1996)

What are the Chemistry tests like?

The revised Chemistry tests assess the Chemistry curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. Both the end-of-course test and the pretest assess the entire Chemistry curriculum (except Goal 4). For both tests students are expected to have access to at least a scientific calculator. On the tests, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Chemistry tests is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goals 6 through 10) of the Chemistry *Standard Course of Study* describe the knowledge that is to be taught in all Chemistry classes and determine the content of the items on the tests. The skills goals listed below are the basis for scientific literacy:

- nature of science (goal 1) 5% of the items,
- process skills (goal 2) *at least* 50% of the items,
- manipulative skills (goal 3) 5% of the items,
- societal and environmental issues (goal 5) 5% of the items, and
- conceptual knowledge *at most* 35% of the items.

Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Chemistry tests. A periodic chart is provided on the back of the test book for use during the test.

Table 1. Descriptive Information for the North Carolina Test of Chemistry

Goal	Description of Goal	Percentage of Items on Test
6	The learner will have an understanding of the properties of solutions.	25%
7	The learner will have an understanding of regularities in chemistry.	49%
8	The learner will have an understanding of changes in chemistry.	18%
9	The learner will have an understanding of models of chemistry.	8%
1	The learner will develop an understanding of the nature of science.	5%
2	The learner will develop the ability to use science process skills.	50%
3	The learner will develop the ability to use science manipulative skills.	5%
5	The learner will have an understanding of the relevance of current topics in chemistry.	5%
CK	The learner will understand the fundamental concepts, principles, and facts of science.	35%

How is the test administered?

The end-of-course Chemistry test consists of 88 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1990 to 1996 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 6,000 students from randomly selected schools across the state. The Chemistry test was implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Chemistry test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 88 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first administration of the Chemistry test statewide during the 1996-97 school year. Achievement levels (descriptors of performance) were also established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of Chemistry

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23–47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	48–55
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	56–64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	65–88

1. According to the ideal gas law, $PV = nRT$, all of the following are true ***except*** which one?

   A If T increases, P will increase (V is constant).

   B If P decreases, V will increase (T is constant).

   C If n increases, P is increased (V and T are constant).

   D If T increases, R will increase (P is constant).

2. In 1932, J. D. Cockcroft and E. T. S. Walter bombarded lithium with high speed protons. The equation is as follows:

   Calculating the mass of the products and reactants, the two scientists determined there to be a loss in mass during the experiment. Which one of the following ***best*** describes the purpose of the experiment?

   A to begin development of the atomic bomb

   B to support or refute Einstein's Theory of Relativity

   C to verify the law of conservation of mass

   D to determine the half-life of lithium

3. Why is the ionization energy of nitrogen greater than the ionization energy of carbon?

   A Carbon has fewer electrons.

   B Carbon is a network solid.

   C Nitrogen has more valence electrons.

   D Nitrogen has a greater nuclear charge.

4. In a reaction, 14 g of **A** reacts completely with 18 g of **B** to form 10 g of **C** and some **D**. How many grams of **D** would be formed?

   A 32

   B 22

   C 14

   D 10

5. What is the proper way to heat a test tube?

   A Holding it with the clamp, heat the test tube at the very bottom.

   B Using a blue flame, heat the test tube near the top.

   C Heat the test tube near the surface of the liquid holding it at a 45° angle.

   D Slant the test tube away from you and move it back and forth over the flame.

North Carolina End-of-Course Tests
Economic, Legal, and Political Systems (revised 1996)

What are the ELP tests like?

The revised ELP test assess the Economic, Legal, and Political Systems curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire ELP curriculum (10 goals and associated objectives). The questions on the tests are equally distributed across the goals with the exception of goal 10 which has half as many questions on the tests as the other goals.

On the tests students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Some questions ask the students to analyze primary and secondary source documents, charts and graphs, and political cartoons.

Table 1. Descriptive Information for the North Carolina Test of ELP

Goal	Description of Goal	Percentage of Items on Test
1	The learner will investigate issues and problems confronting the American economic, legal and political systems.	10%
2	The learner will explain rights and analyze the obligations of responsible citizenship.	11%
3	The learner will investigate how and why individuals and groups make economic choices.	10%
4	The learner will analyze features of the economic system of the United States.	11%
5	The learner will analyze factors influencing the United States economy.	11%
6	The learner will explain the function and importance of the North Carolina and United States Constitutions.	11%
7	The learner will explain the structure and functions of local, state, and national governments and understand their relationship.	10%
8	The learner will explain why laws are needed and how they are enacted, implemented and enforced.	11%
9	The learner will explain how the political and legal systems provide for balancing competing interests and resolving conflicts.	10%
10	The learner will evaluate the influence of ethical and moral principles and religious beliefs on the development of our economic, legal, and political systems.	5%

How does the revised ELP test compare with the one administered in the past?

Whereas a large portion of the original ELP test (administered from 1990 to 1996) focused on knowledge of facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be responsible and effective citizens in an interdependent world. Students are expected to gain a practical understanding of those systems that affect their lives as consumers and young adult citizens.

How is the test administered?

The ELP end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide breadth of information for curriculum evaluation and planning.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 15,000 students from randomly selected schools across the state. The revised ELP test was implemented statewide for the first time in the summer of 1996.

What kinds of scores will students receive on the test?

Results of the ELP test are reported as scale scores, percentiles, and achievement levels. The scale scores range from about 21 to 87 with a mean of 53.8 (in 1996-97) and a standard deviation of 10. The use of scale scores helps make interpretations easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the ELP test during the 1996-97 school year. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of ELP

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	21–42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	43–51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	52–60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	61–87

Obj 1.1 Describe examples of recurring public problems and issues. (p = .59)

1. All of the following are significant reasons for the relocation of high-technology industries to North Carolina ***except*** which one?

A cheap labor and weak unionization

B availability of inexpensive land

C* local abundance of raw materials

D low local and state taxes

Obj 3.1 Describe basic factors of production (land, labor, capital, and entrepreneurial skills) and know their interaction in any economic activity. (p = .59)

2. For which reason would a legislator from North Carolina be **most likely** to argue against a proposed tax on tobacco?

A North Carolinians are traditionally opposed to "sin" taxes.

B* The tax could mean smaller returns on investment for tobacco producers in North Carolina.

C The tax could mean that fewer lower-income people in North Carolina could afford tobacco products.

D North Carolinians are proud of the contributions made by tobacco throughout the state's history.

Obj 4.4 Demonsrate how supply, demand, and competition affect prices and the availability of goods and services. (p = .52)

3. Which of the following events will increase the demand for compact cars?

A* An oil shortage pushes up the cost of gasoline.

B Slow sales cause General Motors to cut luxury car prices.

C More thefts lead to higher automobile insurance premiums.

D Concern for the environment leads to an increase in carpooling.

Obj 5.2 Make inferences regarding the impact of government regulation on specific economic activities. (p = .53)

4. Of the following, which ***best*** explains why consumer protection is more necessary today than it was during the early 20th century?

A Today there are many more manufacturers marketing via the mass media than there were in the early 20th century.

B Consumers were much more tolerant of defective and unsafe products in the early 20th century than they are today.

C* There are many more products available today, and they are much more complex, than in the early 20th century.

D The country had other concerns in the early 20th century that were much more important than defective products.

Obj 5.5 Analyze short- and long-term effects of taxation and government spending on the United States economy. (p = .45)

5. In 1790, Alexander Hamilton, the first Secretary of the Treasury, felt that the finances of the new Republic were in a state of chaos. He thought that the best way to introduce "order into our finances" would be to have the powerful and wealthy invest in the country, while letting the common people fend for themselves.

Based on Hamilton's views in the 1790s, which current trend would ***most*** disturb him?

A the government's refusal to benefit the farmers by placing high tariffs on agricultural products

B decreased lending by the government to entrepreneurs for small businesses

C* increased spending by the government to provide services for the poor

D the government's ability to develop a fair and equitable tax plan for the benefit of all citizens

Obj 6.2 Identify principles found in the United States Constitution that were stated in the Declaration of Independence and explored in the Federalist Papers. (p = .18)

6. Which is an informal provision of the Constitution of the United States?

A popular sovereignty

B* primaries

C checks and balances

D none of the above

Obj 7.2 Describe services provided by selected government agencies and how they are funded. (p = .44)

7. All of the following are ways of raising money for the federal government ***except*** which one?

A taxes

B fines

C borrowing

D* lotteries

North Carolina End-of-Course Tests
English I (revised 1995)

What is the English I test like?

The revised end-of-course English I test assesses the revised English Language Arts curriculum of the North Carolina *Standard Course of Study*. The test assesses three of the strands of the curriculum (reading, writing, and viewing) in two parts—editing and textual analysis. The test assesses a student's ability to use strategies which enhance reading comprehension (goal 1); acquire, interpret, and apply information (goal 2); and read for critical analysis and interpretation (goal 3). Goal 4, personal response, is not assessed with multiple-choice items—this goal is better assessed with an open-ended format.

Part 1 of the test focuses on editing and revising for English conventions. This part of the test is presented as a "peer editing" task (students are told that the passages represent drafts of actual student essays); students are asked to edit the draft essays for sentence formation, usage, mechanics, and spelling. The proportion of items in each of the four areas parallels the weighting formula for the English II Essay Test (40% sentence formation, 30% usage, 20% mechanics, and 10% spelling). Words or phrases that may or may not contain an error are underlined and students are asked to choose from three possible corrections or "Make no change."

Part 2 of the test focuses on textual analysis. On this part of the test, students are asked to read four to five passages representing various genres, including literary, information, and practical passages. Some of the passages may be visual "texts" such as political cartoons, maps, works of art, or advertisements. The students are then asked to answer questions in which they must analyze the text using literary terms and elements. Some items also assess a student's ability to read and comprehend written material that is appropriate in terms of difficulty and content.

Table 1. Descriptive Information for the North Carolina Test of English I.

Goal/ Strand	Description of Goal/Strand
1	The learner will use strategies and processes that enhance control of communication skills development.
2	The learner will use language for the acquisition, interpretation, and application of information. 2.1 The learner will identify, collect, or select information and ideas. 2.2 The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations. 2.3 The learner will apply, extend, and expand on information and concepts.
3	The learner will use language for critical analysis and evaluation.
Part 1	Editing
Part 2	Textual Analysis

How is the test administered?

The English 1 test consists of 72 multiple-choice questions (30 editing questions and 42 textual analysis questions) administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

How was the test developed?

The passages for the English I test were chosen to reflect the variety of reading done by students in and out of the classroom. The passages tend to be longer and more complete (compared to those typically found on standardized achievement tests) and have a high interest level for students. The variety of passages on each form allows for the assessment of reading for various purposes: for literary experience, to gain information, and to perform a task. The questions for each passage were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 8,000 students from randomly selected schools across the state. The revised English I test was implemented statewide for the first time in the spring of 1995.

What kinds of scores do students receive on the test?

Results of the English I test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 22 to 85 with a mean of 53.1 and a standard deviation of 8.9 (in 1995). Scale scores are also being used to report individual and group scores on the goals and parts of the test. The use of scale scores makes interpretations easier and more consistent from test to test. Percentiles were established based on the first administration of the revised test statewide in 1995. Achievement levels (descriptors of performance) were established from teacher judgments during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the revised North Carolina Test of English I.

Level	Description	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills in the subject to be successful at a more advanced level in the content area.	22–42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills in the subject are and are minimally prepared to be successful at a more advanced level in the content area.	43–51
III	Students performing at this level consistently demonstrate mastery of the subject matter and skills and are well prepared for a more advanced level in the content area.	52–60
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in subject matter and skills and are very well prepared for a more advanced level in the content area..	61–85

Use this passage to answer items 1 through 8 on the next page.

In the novel *Night*, by Elie Wiesel, the author shows how the atmosphere of the outside world affects the inner feelings and attitudes of those who endure suffering. Thorough ① his words, the author paints a graphic picture of how his living during the massacre of the Jews affected his faith and his will to survive in a time of endless death.

The author lives in a hateful world of merciless killings; the ③ horror tests his faith, not only in himself but also in the God he ② has worshipped. For long periods during his life, he being taught ④ that his God was omnipotent, quick to forgive, and ready to protect those who believed ⑤. He has never questioned God's powers. Until ⑥ he sees an innocent child hung on the gallows, his father beaten, the massive burial of people who have been tortured and killed.

While living in an environment that is really a cemetery, Elie faces the question of mortality. However, with all hope lost; and ⑦ his faith crumbling around him, he forces himself to live. Despite everything, he presses on, hoping no one will ever forget the horrors of the Holocaust and pray ⑧ that this terrible chapter in human history will never happen again.

For each underlined item in the passage, choose the correction to be made or "Make no change" if there is no correction.

1. A Through
B Threw
C Thru
D Make no change.

2. A one
B him
C you
D Make no change.

3. A killings; The
B killings, the
C killings. The
D Make no change.

4. A him being taught
B he was taught
C he having been taught
D Make no change.

5. A beleived
B believied
C beliefed
D Make no change.

6. A powers until
B powers: until
C powers; until
D Make no change.

7. A lost, and
B lost and
C lost: and
D Make no change.

8. A to pray
B praying
C is praying
D Make no change.

When I Heard the Learn'd Astronomer

by Walt Whitman

Walt Whitman, who has been called the father of modern poetry, worked as a printer, teacher, and editor before deciding to write full-time. Read the following poem by Walt Whitman and answer the questions.

When I heard the learned astronomer,
When the proofs, the figures, were ranged in columns before me,
When I was shown the charts and diagrams, to add, divide, and measure them,
When I sitting heard the astronomer where he lectured with much applause in
the lecture-room,
How soon unaccountable I became tired and sick,
Till rising and gliding out I wander'd off by myself,
In the mystical moist night-air, and from time to time,
Look'd up in perfect silence at the stars.

From *Leaves of Grass* by Walt Whitman. Public Domain.

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76. This poem is ***best*** classified as which of the following?

    A a sonnet

    B epic poetry

    C lyric poetry

    D a ballad

77. Who is the speaker in this poem?

    A the astronomer

    B a student

    C a teacher

    D the principal

78. Which quotation ***best*** relates to the theme of this poem?

    A "You can only form the minds of reasoning animals upon Facts;" *(Passage 1)*

    B "Does it all add up on the plus side of the ledger?" *(Passage 2)*

    C " . . .the principal of Victory School and my eighth grade teacher was special. He liked, really liked every one of us." *(Passage 3)*

    D "I did not see that he was also teaching us that education does not come only from between the covers of books, but from the worlds outside the classroom door." *(Passage 3)*

North Carolina End-of-Course Tests
Geometry (revised 1996)

What are the Geometry tests like?

The revised geometry test assesses the geometry curriculum (revised in 1992) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire geometry curriculum (objectives 2.5-2.8 dealing with various types of proofs are not directly assessed).

During the test students are expected to have access to a scientific calculator (but the use of a graphing calculator will not cause an unfair advantage for students). The emphasis on the geometry test is on problem solving (regardless of method to solve the problem) versus questions where the whole purpose is to assess a specific procedure (such as graphing). Formulas typically used in geometry are provided on the back of the test book for use during the test.

Table 1. Descriptive Information for the North Carolina Test of Geometry

Goal	Description of Goal	Percentage of Items on Test
1	The learner will use concepts of points, lines, and planes in one, two, and three dimensions.	12%
2	The learner will write a valid proof using a variety of reasoning strategies.	6%
3	The learner will use properties of angles, lines, and planes to solve problems and write proofs.	11%
4	The learner will use properties of polygons and polyhedra to solve problems and write proofs.	14%
5	The learner will develop and use properties of quadrilaterals to solve problems and write proofs.	6%
6	The learner will develop and use properties of triangles to solve problems and write proofs.	15%
7	The learner will develop and use properties of right triangles to solve problems and write proofs.	9%
8	The learner will develop and use properties of circles and spheres to solve problems and write proofs.	14%
9	The learner will understand and use perimeter, area, and volume formulas to solve problems.	14%

How is the test administered?

The end-of-course geometry test consists of 66 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1989 to 1996 focused on the assessment of procedures, this revision of the test examines whether a student can apply the geometric knowledge and skills they have learned and to use technology to solve everyday problems. Many of the more basic skills assessed on the original test have been moved back to the middle school mathematics curriculum.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 20,000 students from randomly selected schools across the state. The geometry test was implemented statewide for the first time in the fall of 1996.

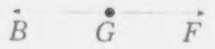
What kinds of scores do students receive on the test?

Results of the geometry test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first administration of the geometry test statewide. Achievement levels (descriptors of performance) were established from teacher judgements during the 1995 field tests and from the student scores during the 1996-97 administrations of the test.

Table 2. Achievement Levels for the North Carolina Test of Geometry

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23-45
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	46-56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	57-66
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	67-87

1. What is $\overrightarrow{BG} \cup \overrightarrow{FG}$?



A G

B $\overrightarrow{BG}$

C $\overrightarrow{FG}$

D $\overleftrightarrow{BF}$

2. In Euclidean geometry, which term would ***not*** have a definition?

A circle

B line

C ray

D segment

3. If C lies in the interior of $\angle ABG$ then $m\angle ABG$ is equal to:

A $m\angle ABC - m\angle CBG$

B $m\angle ABC + m\angle CBG$

C $m\angle AGB + m\angle CBG$

D $m\angle CBG - m\angle ABC$

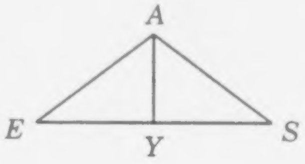
4. If $\angle EAY \cong \angle SAY$, which additional congruent, corresponding parts are needed to prove $\Delta EAY \cong \Delta SAY$ by SAS?

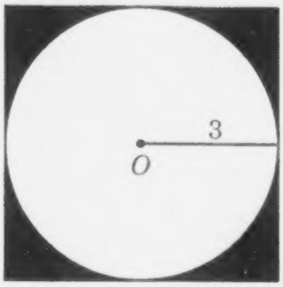
A $\overline{EY} \cong \overline{SY}$

B $\angle E \cong \angle S$

C $\overline{EA} \cong \overline{SA}$

D $\angle EYA \cong \angle SYA$





5. In the figure above, a circle with center O and radius of length 3 is inscribed in a square. What is the area of the shaded region?

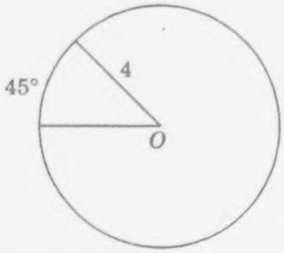
A 3.86

B 7.73

C 28.27

D 32.86

6. What is the area of a sector of the circle with an arc measure of 45° and with a radius of 4?



A 16π

B 8π

C 4π

D 2π

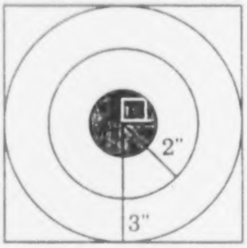
7. If a dart is thrown randomly and lands inside the square, what is the probability that it hits the bulls-eye?

A $\frac{\pi}{36}$

B $\frac{1}{9}$

C $\frac{\pi}{18}$

D $\frac{1}{3}$



8. If the height of a cake is 6 inches and the diameter is 8 inches, what is the volume of the cake when a 60° slice is removed?

A 50.27 in.^{3}

B 251.33 in.^{3}

C 301.59 in.^{3}

D 1,206.37 in.^{3}

North Carolina End-of-Course Tests
Physical Science (revised 1996)

What are the Physical Science tests like?

The revised Physical Science tests assess the Physical Science curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. Both the end-of-course test and the pretest assess the entire Physical Science curriculum (except Goal 4). For both tests students are expected to have access to at least a scientific calculator. On the tests, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Physical Science tests is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goal 6 through 10) of the Physical Science *Standard Course of Study* describe the knowledge that is to be taught in all Physical Science classes and determine the content of the items on the tests. The skills goals – nature of science (goal 1 – 5% of the items), process skills (goal 2 – *at least* 50% of the items), manipulative skills (goal 3 – 5% of the items), societal and environmental issues (goal 5 – 5% of the items), and conceptual knowledge (*at most* 35% of the items) – are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Physical Science tests. Formulas typically used in Physical Science and a periodic chart are provided on the back of the test book for use during the tests.

Table 1. Descriptive Information for the North Carolina Test of Physical Science

Goal	Description of Goal	Percentage of Items on Test
6	The learner will understand sound, light, and heat.	16%
7	The learner will have a basic understanding of the basic principles of chemistry.	22.5%
8	The learner will have a basic understanding of mechanics.	22.5%
9	The learner will have an understanding of electricity and magnetism.	28%
10	The learner will have an understanding of energy.	11%

How is the test administered?

The end-of-course Physical Science test consists of 80 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1990 to 1996 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

The Physical Science pretest consists of 40 multiple choice questions administered during a 55-minute block within the first two or three weeks of the course. Since the pretest is administered prior to instruction, the expectation is that students will tend to score low because they have not been taught the specific material covered by the course.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May and November of 1995. The field test involved approximately 6,000 students from randomly selected schools across the state. The Physical Science test will be implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Physical Science test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles will be established based on the first administration of the Physical Science test statewide. Achievement levels (descriptors of performance) will be established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

On the Physical Science pretest, students receive only the total scale score. Due to the limited number of items on the pretest, the pretest does not attempt to give diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

Table 2. Achievement Levels for the North Carolina Test of Physical Science

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23-43
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	44-53
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	54-63
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	64-87

Use the following information to answer questions 1 and 2.

Speed of Sound Waves
through Various Materials at 20°C

Material	Speed of Sound
air	344 m/s
glass	5,500 m/s
iron	5,130 m/s
mercury	1,407 m/s
stone	5,971 m/s
water	1,500 m/s

1. Through which material does sound travel most slowly?

   A mercury

   B glass

   C water

   D stone

2. An explosion is set off 6,000 meters away and reaches a recording station 4 second later. Through which material would the sound ***most likely*** have been traveling?

   A stone

   B air

   C wood

   D water

3. Which of the following properties does an element possess if it is located in period 4 of the periodic table?

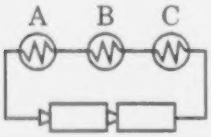
A It has 4 energy levels.

B It has a total of 4 electrons.

C It has 4 neutrons.

D It has 4 electrons in its outer energy level.

4. Which statement is correct about the circuit shown?



A Replacing A with a smaller wattage light bulb will cause B and C to get dimmer.

B Moving the batteries between A and B will make B and C brighter than A.

C Adding another identical light bulb to the circuit will cause A, B, and C to get dimmer.

D Replacing B with a burned-out bulb will not change the brightness of A or C.

5. A $5\underline{0}0$-N object is dropped from a height of $1\underline{0}$ m. What is its kinetic energy just before it hits the ground?

A 0.02 J

B $5\underline{0}$ J

C 2500 J

D $5\underline{0}00$ J

North Carolina End-of-Course Tests
Physics (revised 1996)

What are the Physics tests like?

The revised Physics tests assess the Physics curriculum (revised in 1994) of the North Carolina *Standard Course of Study*. Both the end-of-course test and the pretest assess the entire Physics curriculum (except Goal 4). For both tests students are expected to have access to at least a scientific calculator. On the tests, students are expected to have knowledge of important principles and concepts, understand and interpret laboratory activities, and relate scientific information to everyday situations.

Each item on the Physics tests is related to one of the content objectives and, in addition, each item is categorized according to the skill goal emphasized. The content objectives (goal 6 through 10) of the Physics *Standard Course of Study* describe the knowledge that is to be taught in all Physics classes and determine the content of the items on the tests. The skills goals—nature of science (goal 1—5% of the items), process skills (goal 2—*at least* 50% of the items), manipulative skills (goal 3—5% of the items), societal and environmental issues (goal 5—5% of the items), and conceptual knowledge (*at most* 35% of the items)—are the basis for scientific literacy. Goal 4 states that the learner should develop a responsible attitude toward the environment, science, technology, and society. This goal is not assessed on the Physics tests. Formulas typically used in Physics and a periodic chart are provided at the back of the test book for use during the tests.

Table 1. Descriptive Information for the North Carolina Test of Physics

Goal	Description of Goal	Percentage of Items on Test
6	The learner will have an understanding of basic mechanics.	40%
7	The learner will have an understanding of elementary principles of thermodynamics.	16%
8	The learner will have an understanding of wave motion.	23%
9	The learner will have an understanding of electricity and magnetism.	21%

How is the test administered?

The end-of-course Physics test consists of 70 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms are administered in each classroom to provide a breadth of information for curriculum evaluation and planning. Whereas the original test administered from 1989 to 1996 focused on the knowledge of facts and ideas, this revision examines whether a student can go beyond memorization and actually apply process skills to the investigation of science.

The Physics pretest consists of 35 multiple choice questions administered during a 55-minute block within the first two or three weeks of the course. Since the pretest is administered prior to instruction, the expectation is that students will tend to score low because they have not been taught the specific material covered by the course.

How was the test developed?

The questions were written and reviewed by trained North Carolina teachers and educators during the 1994-95 school year. The questions were field tested in May of 1995. The field test involved approximately 8,000 students from randomly selected schools across the state. The Physics test will be implemented statewide for the first time in the fall of 1996.

What kinds of scores do students receive on the test?

Results of the Physics test are reported as scale scores, percentiles, and achievement levels. The scale scores range from 23 to 87 with a mean of 50 and a standard deviation of 10. The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles will be established based on the first administration of the Physics test statewide. Achievement levels (descriptors of performance) will be established from teacher judgements during the 1995 field tests and from the student scores on the 1996-97 administration of the test.

On the Physics pretest, students receive only the total scale score. Due to the limited number of items on the pretest, the pretest does not attempt to give diagnostic information concerning the specific strengths and weaknesses of individual students or groups of students.

Table 2. Achievement Levels for the North Carolina Test of Physics

Level	Description	Range of Scores (97)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	23-42
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	43-51
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	52-62
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	63-87

1. As the mass of a gas enclosed in a container is doubled, what happens to the number of impacts per second on the walls of the container?

A They double.

B They quadruple.

C They are halved.

D They remain the same.

2. A piece of steel has a hole drilled into it. If the piece of steel is heated, the volume of the hole would do which of the following?

A decrease

B increase

C remain the same

D distort

3. Columb's law is very similar to which of the following laws?

A motion

B entropy

C action-reaction

D gravitiation

4. If an object is located 10 cm in front of a concave mirror having a focal length of 5 cm, where is the image located?

A 3 cm behind the mirror

B 3 cm in front of the mirror

C 5 cm behind the mirror

D 10 cm in front of the mirror

5. The driver of a car approaching a student sounds the horn which operates at 600. Hz. The velocity of the car is 26.5 m/s, and the speed of sound is 330. m/s. What is the frequency of the sound as the car approaches the student?

A 380. Hz

B 650. Hz.

C 684 Hz.

D 700. Hz

North Carolina End-of-Course Tests
U.S. History (revised 1995)

What is the U.S. History test like?

The U.S. History test assesses the U.S. History curriculum (revised in 1991) of the North Carolina *Standard Course of Study*. The end-of-course test assesses the entire U.S. History curriculum (12 goals and associated objectives). The questions on the test are distributed as follows: 40% of the questions assess knowledge of the foundation of the United States to the Civil War and Reconstruction and 60% of the questions assess knowledge of post-Reconstruction to the present.

On the test students are expected to have knowledge of important ideas and concepts, understand and interpret events in history, and connect historical people and events across time. Many items ask the students to analyze primary and secondary source documents.

Table 1. Descriptive Information for the North Carolina Test of U.S. History

Goal	Description	Percentage of Items on Test
1	The learner will analyze those elements in the American colonial experience that led to separation from England.	6%
2	The learner will apply ideas of self-government as expressed in America's founding documents.	9%
3	The learner will judge the effectiveness of the institutions of the new nation in completing its independence (1781-1815).	9%
4	The learner will assess the competing forces of nationalism and sectionalism in the period 1815-1850.	9%
5	The learner will evaluate the Civil War and Reconstruction as an affirmation of the power of the national government.	6%
6	The learner will interpret economic, social and political trends of the late 19th and early 20th centuries.	9%
7	The learner will analyze the causes and effects of US involvement in international affairs.	8%
8	The learner will appraise the economic, social, and political changes of the decades of the '20s and '30s.	9%
9	The learner will analyze and evaluate the significance of causes, events, and effects of the WWII Era.	8%
10	The learner will trace economic and social developments and assess their significance for the lives of Americans in the last half century	9%
11	The learner will analyze changes in American political life in the last half century.	9%
12	The learner will evaluate the conduct of United States foreign policy over the last half century.	9%

How is the test administered?

The U.S. History end-of-course test consists of 100 multiple-choice questions administered during a 110-minute block within the last 10 days of school. Three equivalent forms of the test are administered in each classroom to provide a breadth of information for curriculum evaluation and planning.

Whereas a large portion of the original U.S. History test administered from 1988 to 1994 focused on knowledge of historical facts and ideas, the revised test examines whether a student can go beyond memorization of people, events, and facts to apply the knowledge and skills they have learned to other events. While knowledge of facts and concepts is important, the questions on the test are at a much broader level and concern major ideas that students are expected to know to be considered literate.

How was the test developed?

The questions on the U.S. History end-of-course test were written and reviewed by trained North Carolina teachers and educators during the 1993-94 school year. The questions were field tested in May of 1994. The field test involved approximately 10,000 students from randomly selected schools across the state. The U.S. History test was implemented statewide for the first time in spring 1995.

What kinds of scores do students receive on the test?

On the U.S. History test, students receive scale scores, percentiles, and achievement levels. The scale scores range from 27 to 88 with a mean of 56.2 and a standard deviation of 8.3 (in 1995). The use of scale scores helps make interpretation easier and more consistent from test to test. Percentiles were established based on the first statewide administration of the U.S. History test in the spring of 1995. Achievement levels (descriptors of performance) were established from teacher judgements during the 1994 field tests and from the student scores on the 1995 administration of the test.

Table 2. Achievement Levels for the North Carolina Test of U.S. History

Level	Description	Range of Scores (95)
I	Students performing at this level do not have sufficient mastery of knowledge and skills of the course to be successful at a more advanced level in the content area.	27-47
II	Students performing at this level demonstrate inconsistent mastery of knowledge and skills of the course and are minimally prepared to be successful at a more advanced level in the content area.	48-56
III	Students performing at this level consistently demonstrate mastery of the course subject matter and skills and are well prepared for a more advanced level in the content area.	57-64
IV	Students performing at this level consistently perform in a superior manner clearly beyond that required to be proficient in the course subject matter and skills and are very well prepared for a more advanced level in the content area.	65-88

Objective 3.2 Judge the extent to which the Institutions of the new nation protected the liberties of all its inhabitants.

The first letter below is from Abigail Adams to her husband, John Adams, while he was a delegate to the Second Continental Congress. The second letter is his reply. Use the letters to answer questions 1 through 3.

"I long to hear you have declared independency—And by the way, in the new codes of law which I suppose you will make, I desire you would remember the ladies and be more gracious and favorable to them than your ancestors. Do not put such unlimited power in the hands of the husbands. Remember all men would be tyrants if they could. If particular care and attention is not paid to the ladies, we are determined to [stir up] a rebellion and will not regard ourselves as bound by any laws which we have no voice or representation."

—Abigail Adams

"We have been told that our struggle has loosened the bands of government everywhere . . . that Indians slighted their guardians and Negroes grow insolent to their masters. But your letter was the first hint that another tribe, more numerous and powerful than all the rest, had grown discontented.

Depend up on it, we know better than to repeal our masculine systems. You know they are little more than theory . . . in practice, we are subjects. We have only the title of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight."

—John Adams

1 Which social condition was the ***main*** factor prompting Abigail Adams' request?

A Political power in the colonies was limited to those who owned property.

B Colonial women received unequal treatment under existing colonial laws.

C Men traditionally held the position of heads of households in colonial society.

D Race and class were conditions of citizenship in colonial society.

2 Of which historical movement would Abigail Adams ***best*** be considered a forerunner?

A the abolition movement

B the Civil Rights movement

C the temperature movement

D the suffrage movement

3 With which of the following quotations would John Adams ***most likely*** agree?

A Every one of us should be ashamed to be free while his brother is a slave. (Frederick Douglass)

B There is no true liberty for the individual except as he finds it in the liberty of all. (Edwin Markham)

C There is a natural aristocracy among men. The grounds of this are virtue and talent. (Thomas Jefferson)

D There will never be complete equality until women themselves help to make laws and elect lawmakers. (Susan B. Anthony)

Obj 5.5 Analyze long-term and immediate causes of the war and asses the extent to which slavery was the priimary cause of the conflict. (p = .41)

4 Frederick Douglass first said, "Slave holders know that the day of their power is over when a Republican President is elected." Later, he said slavery would "be as safe and safer with Lincoln than with a Democrat." Douglass' change of mind is best explained by which of the following?

A Republican leaders promised not to interfere with existing slavery.

B Republicans planned to enforce the Fugitive Slave Law.

C Republicans pledged to put down slave rebellions.

D Republican leaders refused to accept the right of slave states to secede.

Obj 6.5 Evaluate the effects of racial segregation on various regions and segments of American society. (p = .30)

5 Which of the following is an example of *de facto* racial segregation?

A "Whites Only" signs in restaurants

B housing patterns in large cities

C separate white and black school systems

D public water fountains labeled "colored" and "white"

Obj 9.1 Investigate reasons for the expansion of totalitarian governments during the period. (p = .40)

6 How did tariffs contribute to the rise of totalitarian dictatorships?

A American arms salespeople were allowed indiscriminately to sell weapons to any country.

B Tariffs disrupted trade and contributed to world economic depression.

C The United States demanded immediate payment of European war debts.

D Foreign-owned businesses in the United States were confiscated by the federal government.

Obj 11.2 Analyze changing relationships between states and the federal government as the role of the federal government continued to expand. (p = .40)

7 "It is time to check and reverse the growth of government which shows signs of having grown beyond the consent of the governed."

—Ronald Reagan, Inaugural Address, 1981

According to this quotation, President Reagan believed which of the following?

A The federal government had lost control of the citizens it was created to serve.

B The federal government had expanded its role too far into the lives of individual citizens.

C The state governments had taken too much legislative authority from the federal government.

D The state governments were not equipped to deal with the problems of the modern age.

Appendix

North Carolina Charter Schools, 1999-2000

American Renaissance Charter School
American Renaissance Middle School
Arapahoe Charter School
Brevard Academy
Bridges Charter School
Cape Lookout Marine Science High School
Carter Community School
Carter G. Woodson School of Challenge
Chatham Charter School
Children's Village Academy
CIS Academy
Community Charter School
Crossnore Academy
Developmental Day School
Dillard Academy
Downtown Middle School
East Wake Academy
East Winston Primary School
Elizabeth Grinton Academy
Engelmann School of the Arts and Sciences
Evergreen Community Charter School
Exploris Middle School
Forsyth Academies
Francine Delany New School for Children
Franklin Academy
Grandfather Academy
Greensboro Academy
Harnett Early Childhood Academy
Healthy Start Academy Charter
Highland Charter Public School
Imani Institute Charter School
John H. Baker, Jr., High School
Kennedy School
Kestrel Heights School
Lake Norman Charter School
Lakeside School
Laurinburg Charter School
Laurinburg Homework Center Charter School
Lift Academy
Lincoln Charter School
Magellan Charter School
MAST School
Maureen Joy Charter School
New Century Charter School
Northeast Raleigh Charter Academy
Oma's Inc. Charter School
Omuteko Gwamaziima
Orange County Charter School
PHASE Academy of Jacksonville
Provisions Academy
Quality Education Academy
Quest Academy
Raleigh Charter High School
Research Triangle Charter Academy
Right Step Academy
River Mill Charter School
Rocky Mount Charter Public School
Rowan Academy
Sallie B. Howard School
Sandhills Theatre Arts Renaissance School (STARS)
Sankore School
SPARC Academy
Stanly County Community Outreach Charter School
Sterling Montessori Academy
Success Academy
Sugar Creek Charter School
Summit Charter School
The Learning Center
The Mountain Community School
Thomas Jefferson Classical Academy
Tiller School
Turning Point Academy
Vance Charter School
Village Charter School
Wayne County Technical Academy
Woods Charter School